



CALIFORNIA SCHOOLS

FEBRUARY, 1958



WILLIAM N. BUCKNAM
MEMBER CALIFORNIA
STATE BOARD OF EDUCATION

CALIFORNIA SCHOOLS

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CONTENTS

	Page
A Message from the Superintendent of Public Instruction—National Security and the Role of the Public Schools	42
Certification in California Public Schools, July 1, 1956, to June 30, 1957	44
The Emotionally Disturbed Child—A Challenge to Public Education	62
A Study of Public School Education Programs for the Gifted	69
Enrollment in California Public Schools, October 31, 1957	71
Conservation Week, March 7 to 14, 1958	91
Mass Care Management by School Personnel	94
Regional Meetings, Spring 1958, on the Report of the Committee on Revision of the Credential Structure in California	96
Departmental Communications	98
For Your Information	101
Professional Literature	118
Directory of California State Department of Education	<i>inside back cover</i>

THE COVER ILLUSTRATION is the eighth in a series presenting members of the California State Board of Education and its Secretary and Executive Officer, the Superintendent of Public Instruction.

WILLIAM N. BUCKNAM, MEMBER CALIFORNIA STATE BOARD OF EDUCATION

William N. Bucknam became a member of the California State Board of Education in April, 1955. In accepting his appointment, Mr. Bucknam extended his opportunity to be of service in the field of public education, for he had at that time just completed three years of service as clerk of the governing board of Ceres Union High School District.

Mr. Bucknam was born in Herminie, Pennsylvania. He completed elementary school in Langeloth, and high school in Burgettstown, Pennsylvania, and then enrolled in the University of Miami at Coral Gables, Florida. Later he transferred to the University of Pittsburgh.

In the early years of the depression Mr. Bucknam worked in the mines of Pennsylvania as a coal and hard rocker miner. From 1933 to 1936, he was a social worker for the Board of Public Welfare in Washington, D. C. During the years 1936 to 1939, he worked as a photographer with such success that his pictures were featured in national magazines. As the war clouds were gathering in 1939, Mr. Bucknam went to work for the Aircraft Division, Dodge, Inc., and rose to the position of superintendent at the Los Angeles plant. In 1944, he enlisted in the Air Transport Command and spent one of his three years in this service on Guam. In 1946, he began his career as a rancher specializing in fruit.

Mr. Bucknam has his home in Ceres, California where he has regularly participated in various community activities. He has been chairman of the Ceres Recreation Commission and clerk of the school board. He is a member of the Ceres Chamber of Commerce; and in his capacity as a fruit grower, he has served on committees connected with the Cling Peach Advisory Board of the State Department of Agriculture.

His social activities include membership in the American Legion, Masonic Lodge, and the Order of Elks. His hobbies and recreational pursuits include photography, golfing, fishing, and hunting.



**A MESSAGE
from the Superintendent
of Public Instruction**

**NATIONAL SECURITY AND THE ROLE
OF THE PUBLIC SCHOOLS**

California public schools are carrying on an effective educational program. The young men and women who are currently enrolled are sensitive to the demands and needs of our state and nation. This is demonstrated by the substantial enrollment increases that have taken place in our high school and college classes, both in science and mathematics. For example, our California public high schools during the 1956-57 school year had an increase in enrollment in second year algebra three times as great as could be attributed to normal growth. Greater student interest in fields requiring mathematical proficiency, and improved counseling services in the schools contribute in large measure to this increase.

During recent visits to several of our California state colleges, I was gratified to learn that the enrollments in the fields of engineering have in some instances increased over 500 per cent. In the year 1950, one institution enrolled 97 students in the engineering program. During the past year this institution enrolled 485 students in engineering.

It must be constantly kept in mind that the sciences and mathematics are but one part of our program which is designed to develop well-rounded citizens. Information which is supplied to us through leading businessmen and industrialists indicates that they consider specialization to be important, but that they believe it should be accompanied by other educational endeavor found essential to competent performance on the part of employees and citizens.

The training required of specialists encompasses several years, and for this reason I have constantly urged that parents and school counselors endeavor to assess the interests and abilities of each child as early as possible so that the child who should specialize can utilize to full advantage all his educational opportunities.

I believe that we must constantly be alert to the fact that there is room for improvement in any educational program. As our school population has expanded more rapidly than our resources, I have repeatedly called the attention of all Californians to the need for recruiting qualified teachers, and for constructing the required school buildings.

Recent achievements with satellites and missiles have caused sufficient concern to call for a re-examination of the many programs, including education, which contribute to our national security. I am therefore issuing a call for a conference to be held in Sacramento on February 24 and 25, to discuss problems and issues as they relate to science and mathematics and to appraise the contribution of the public schools in these areas. This conference will:

1. Identify the needs of our state and nation for science and mathematics education.
2. Receive reports on the status of science and mathematics education in the public schools of California.
3. Determine the extent to which the current program of instruction is meeting the needs for science and mathematics education.
4. Propose means whereby all needs for science and mathematics education can be fully met.

This conference will be attended by men and women who can exert the leadership needed to stimulate the development of a plan of action. Invitations will be extended to representatives of education, agriculture, industry, labor, communications, the armed services, and state and national government to participate in the conference and to make recommendations which school districts can employ to strengthen and to extend the mathematics and science programs they are offering and to encourage students to take full advantage of the programs.

Any plan devised for furthering the mathematics and science programs offered by California schools should be flexible enough to give emphasis where needed, as determined by local, state, and national needs, yet broad enough to maintain a desirable balance in our educational program.



CERTIFICATION IN CALIFORNIA PUBLIC SCHOOLS, JULY 1, 1956, TO JUNE 30, 1957

CARL A. LARSON, *Specialist in Teacher Education, Division of
State Colleges and Teacher Education*

A total of 72,978 credentials and life diplomas were issued by the California State Board of Education to 63,995 individuals during the fiscal year 1956-57. This represents an increase of 8,782 (15.91 per cent) over the number of individuals certificated in 1955-56. Approximately two-thirds of the persons certificated were women. The median age of all those certificated was 35. Almost 30 per cent of the number certificated were native Californians and about 4 per cent were born in foreign countries. Approximately 85 per cent held bachelor's degrees and more than half of these had been earned in California institutions. Of the bachelor's degrees earned in California institutions 41 per cent had been granted by state colleges, 30 per cent by private institutions, and 29 per cent by the University of California. Almost 20 per cent of those certificated held master's and doctor's degrees. Of the persons issued credentials who had teaching majors and minors, most men had majored in social studies; most women in English. Most men had social studies minors; most women also had social studies minors. A majority of the persons certificated in 1956-57 began their teaching careers during this decade. A little more than one-third of them had their first teaching experiences in California schools. The number of general secondary and special secondary credentials issued was about equal to the number of general elementary credentials issued. A little over three times as many certification documents were issued upon direct application as were issued upon institutional recommendation.

The above highlights regarding certification during 1956-57, have been obtained from the Annual Statistical Report on Certification of Personnel for Public School Service, presented to the State Board of Education in July, 1957. A complete analysis of that report is presented under the following headings: I, Number and Types of Documents Issued; II, Personal Characteristics; III, Professional Preparation; and IV, Teaching Experience.

I. NUMBER AND TYPE OF CERTIFICATION DOCUMENTS ISSUED

A total of 63,995 persons received 72,978 credentials and life diplomas during the fiscal year 1956-57, an increase of 8,058 (12.41 per cent) over the number reported for the 1955-56 fiscal year. In addition, 1,604 child care permits and 1,736 lecture permits¹ were issued.

¹ Data are not available to show the number of individuals who received these permits.

A total of 76,318 certification documents of all types were issued during 1956-57, the highest number ever issued by the California State Board of Education in a single year. This was an increase of 12.26 per cent over the total of 67,983 issued during 1955-56, and an increase of 18.98 per cent over the total of 64,141 issued in 1954-55. The number and the type of all certification documents issued during the fiscal year 1956-57 are shown in Table 1.

TABLE 1
CREDENTIALS, LIFE DIPLOMAS, AND PERMITS AUTHORIZING PUBLIC SCHOOL SERVICE
ISSUED JULY 1, 1956, TO JUNE 30, 1957

Type of documents	Regular credentials			1954 Provi- sional basis*	Re- newals	Provi- sional re- newals	Life di- plomas	Dupli- cate copies	Per- mits	Totals
	Issued on direct appli- cation	Issued on insti- tutional recom- menda- tion	Issued on in- for- mal recom- menda- tion							
CREDENTIALS IN TEACHING FIELDS:										
Kindergarten-primary-----	417	513	5		619		248	22		1,824
Provisional kindergarten-primary-----					81			1		82
General elementary-----	6,706	3,356	130	7,741	6,791	1,646	3,030	200		29,600
Provisional general elementary-----					785			1		786
Junior high and elementary-----					14				3	17
Junior high-----	2,893	82	3		962		195	22		4,157
General secondary-----	3,227	1,238	183	3,594	3,412	301	2,368	86		14,409
Junior college-----	457	63	10		185		46	4		765
Exchange teacher-----	26									26
Librarianship-----	93	31	6		74		25	1		230
Military science and tactics-----	21				2					23
Adult education-----	2,115				421		31	10		2,577
Adult education lip reading-----							1			1
Special secondary-----										2
Aviation-----	1				1					
Agriculture, vocational-----	14	42	1		43		33	1		134
Agriculture, limited-----	4	8			5		3			20
Art-----	164	140	2		186		73	10		575
Business education-----	81	121			79		27			308
Business education, limited vocational-----					4		4			21
Business subjects, vocational, part-time-----	13									
Industrial arts-----	163	118	6		104		2	2		271
Homemaking-----	372	234			316		92	14		918
Industrial arts, limited-----	148				184		125	4		695
Industrial arts, limited-----	66	1			73		6			146
Industrial arts, limited, part-time-----	8				10		2			20
Music-----	266	132	2		277		139	10		826
Music, limited-----	54	1			30		8			93
Nursing education-----	28	3			22					53
Physical education-----	185	227	1		436		139	10		998

TABLE 1—Continued

CREDENTIALS, LIFE DIPLOMAS, AND PERMITS AUTHORIZING PUBLIC SCHOOL SERVICE
ISSUED JULY 1, 1956, TO JUNE 30, 1957

Type of documents	Regular credentials			1954 Provi- sional basis*	Re- newals	Provi- sional re- newals	Life di- plomas	Dupli- cate copies	Per- mits	Totals
	Issued on direct appli- cation	Issued on insti- tu- tional rec- om- men- ta- tion	Issued on in- for- mal rec- om- men- ta- tion							
CREDENTIALS IN TEACHING FIELDS:—Contd.										
Public safety, driver educa- tion.....	246				97		36			379
Science basic to medicine.....	2				1					3
Speech arts.....	37	23			31		3			94
Speech defects, correction of Blind.....	91	45			102		58			296
Partially sighted.....	2				7		9			18
Deaf.....	11	7			5		9			14
Lip reading.....	26	6			18		7			43
Mentally re- tarded.....	469	26		312	230	73	111	6		1,227
Vocational, Class A.....	172				269		52	1		494
Vocational, Class B.....	15				5		1			21
Vocational, Class C-1.....	9				3		3			15
Vocational, Class C-2.....					4					4
Vocational, Class D.....	983				565		7	8		1,563
TOTALS (Special sec- ondary).....	3,630	1,134	12	312	3,134	73	969	66		9,330
CREDENTIALS TO TEACH EX- CEPTIONAL CHILDREN										
Visually handi- capped.....	25	1			15	2				43
Deaf, hard-of-hear- ing.....	42	13			16	5				77
Speech correction and lip reading.....	49	4			2					55
Mentally retarded Orthopedic handi- capped including cerebral palsied.....	41	5								46
	140				36	7				185
TOTALS (in teaching fields).....	19,882	6,440	349	11,714	16,496	2,020	6,916	416		64,233
NONTEACHING FIELDS:										
General adminis- tration.....	291	66	3		297		178	5		840
Secondary adminis- tration.....	403	215	3		435		149	7		1,212
Elementary admin- istration.....	500	379			618	1	254	8		1,760
Secondary adminis- tration in trade and industrial education.....	5				5		1			11
Secondary super- vision.....	31	17			27		5			80

TABLE 1—Continued

CREDENTIALS, LIFE DIPLOMAS, AND PERMITS AUTHORIZING PUBLIC SCHOOL SERVICE
ISSUED JULY 1, 1956, TO JUNE 30, 1957

Type of documents	Regular credentials			1954 Provisional basis*	Re- newals	Prov- isional re- newals	Life di- plomas	Dupli- cate copies	Per- mits	Totals
	Issued on direct appli- cation	Issued on insti- tutional rec- ommen- dation	Issued on in- for- mal rec- ommen- dation							
NONTEACHING FIELDS:—Contd.										
Elementary supervision	82	69			52		32			235
Departmental supervision					1		1			2
Special subject supervision	115	16			82		25			238
Vocational supervision	8				6		1			15
General supervision	17	3			3		3			26
Health and development										
School nurse	509	2		260	234	93	86	5		1,189
School physician	191				85		7	2		285
Others	75				1	29	2	9	2	118
Child Welfare and supervision of attendance	102	14		24	51	2	23			216
School psychologist	180	34	1		73		23	1		312
School psychometrist	257	60	1		121		5	3		447
Pupil personnel services (PPS) — PPS Psychometry	1,430	19	4					1		1,454
PPS Psychology	94	7			3					104
PPS Psychology	187	12			2					201
TOTALS (in nonteaching fields)	4,477	913	12	285	2,124	98	802	34		8,745
PERMITS:										
Child care									1,604	1,604
Lecture									1,736	1,736
GRAND TOTALS	24,359	7,353	361	11,999	18,620	2,118	7,718	450	3,340	76,318
Total for same period last year	20,737	7,040	397	9,953	17,339	2,634	6,423	397	3,063	67,983
Increase or decrease over last year—										
Amount	+3,622	+313	-36	+2,046	+1,281	-516	+1,295	+53	+277	+8,335
Per cent	+17.47	+4.45	-9.07	+17.05	+7.39	-19.59	+20.16	+13.35	+9.04	+12.26

* Provisional credentials authorized July 1, 1954, to replace emergency credentials.

A study of Table 1 reveals the following facts about the credentials issued during 1956-57:

A. Credentials issued through institutional recommendations increased only 4.45 per cent over those issued in the same manner the previous year, while credentials issued on direct application increased 17.47 per cent.

B. Tabulations of the credentials issued upon the recommendations of the 38 accredited teacher education institutions in California showed that San Jose State College ranked first, with 911 recommendations; the University of Southern California second, with 893; San Francisco State College third, with 773; and Los Angeles State College fourth, with 700.

The University of Southern California recommended 154 more persons for administration credentials than its nearest competitor, San Francisco State College, and over 200 more than the total number recommended by both the University of California at Berkeley and the University of California at Los Angeles. Private institutions prepared most of the persons who qualified for school administration credentials on institutional recommendation, (329, or 49.85 per cent). State colleges recommended 291 (44.09 per cent). The University of California at Berkeley and the University of California at Los Angeles recommended a total of only 40 such persons (6.05 per cent).

C. In addition to the 7,353 credentials issued through institutional recommendation, 361 credentials were issued on the basis of informal recommendation by 23 of the 38 institutions.

II. PERSONAL CHARACTERISTICS OF PERSONS CERTIFICATED

Age. The ages of the persons receiving certification documents in 1956-57, ranged from 19 to 82 years. Table 2, which contains the number and per cent of persons certificated in each of eleven age

TABLE 2
DISTRIBUTION BY AGE GROUP OF PERSONS CERTIFICATED DURING 1956-57 AND
1955-56, WITH PER CENT OF TOTAL IN EACH GROUP

Years of age	1956-57				1955-56			
	Male	Female	Totals	Per cent	Male	Female	Totals	Per cent
19-21-----	27	403	430	.67	197	1,726	1,923	3.48
22-24-----	972	5,608	6,580	10.28	1,130	5,535	6,665	12.07
25-29-----	4,999	7,237	12,236	19.12	5,265	5,916	11,181	20.25
30-34-----	6,687	4,986	11,673	18.24	5,773	4,348	10,121	18.33
35-39-----	5,203	4,947	10,150	15.86	3,654	4,431	8,085	14.64
40-44-----	3,266	4,735	8,001	12.50	2,192	4,263	6,455	11.69
45-49-----	2,000	4,503	6,503	10.16	1,331	3,805	5,136	9.30
50-54-----	1,152	3,416	4,568	7.14	662	2,374	3,036	5.50
55-59-----	515	1,790	2,304	3.60	329	1,268	1,597	2.89
60-64-----	238	866	1,104	1.73	117	593	710	1.29
65 and over	112	322	434	.68	85	194	279	.51
Age not given		11	11	.02	4	21	25	.05
Totals ..	25,171	38,824	63,995	100.00	20,739	34,474	55,213	100.00

groups, shows that in both the years 1956-57 and 1955-56, more were in the group from 25 to 29 years of age than in any other group. The next largest group was in the range from 30 to 34 years of age.

In 1956-57, the ages of those certificated ranged from 19 years (5 men and 3 women) to 82 years (one man); the oldest woman was 80. In 1955-56, there were 5 men and 22 women, 19 years old; 1 man aged 78 and 1 woman aged 76 were certificated.

Comparison by age groups showed the following variations among those certificated in 1956-57: 20 per cent of the men and 19 per cent of the women were from 25 to 29 years of age; 27 per cent of the men and 13 per cent of the women were from 30 to 34; 21 per cent of the men and 13 per cent of the women were from 35 to 39 years of age; 13 per cent of the men and 12 per cent of the women were from 40 to 44 years of age; 7 per cent of the men and 11 per cent of the women were from 45 to 49 years of age; 4 per cent of the men and 8 per cent of the women were from 50 to 54 years of age.

Sex. Of the 63,995 persons certificated, 38,824 (60.67 per cent) were women; 25,171 (39.33 per cent) were men. In the previous fiscal year the proportion was 34,474 (62.44 per cent) women to 20,739 (37.56 per cent) men.

Place of Birth. Table 3 shows the number and per cent of persons certificated in 1956-57 and 1955-56 who were born in California, in states other than California, or in territories or possessions of the United States, and in foreign countries. About a third of the persons certificated were natives of the central states; slightly less than a third were native Californians; a seventh were natives of other western states.

III. PROFESSIONAL PREPARATION

Data on the college preparation of persons to whom credentials were granted in 1956-57, were examined to determine the amount of college work² they had completed, in terms of years of study; the number who held baccalaureate or graduate degrees; the location and kinds of institutions from which they had received these degrees; and the major and minor fields of study undertaken. The findings have been summarized in the following pages.

Amount of College Work Completed by Credentialed Personnel

Of the 63,995 persons certificated in the 1956-57 fiscal year, 85.36 per cent (54,630) had completed four years or more of college work; 375 of these persons did not have the bachelor's degree; 2.10 per cent (1,341) did not state the amount of college work completed in terms of the time spent. Of the remaining 12.54 per cent (8,024) who had

² The term "years of college work" used in this report is based upon a grouping of the credit hours of college work shown by each applicant in the following manner: 1 to 29 units = 1 year; 30 to 59 units = 2 years; 60 to 89 units = 3 years; 90 to 120 units = 4 years.

TABLE 3

DISTRIBUTION BY PLACE OF BIRTH OF PERSONS CERTIFICATED IN 1956-57 AND 1955-56,
WITH PER CENT OF TOTAL BORN IN CALIFORNIA AND OTHER REGIONS

Place of birth	1956-57				1955-56			
	Male	Female	Totals	Per cent	Male	Female	Totals	Per cent
Alabama.....	120	227	347	.54	95	179	274	.50
Alaska.....	11	25	36	.06	8	16	24	.04
Arizona.....	283	421	704	1.10	204	407	611	1.11
Arkansas.....	311	541	852	1.33	238	507	745	1.35
California.....	7,566	11,286	18,852	29.46	6,243	9,842	16,085	29.13
Canal Zone.....	5	10	15	.02	5	9	14	.03
Colorado.....	588	799	1,357	2.12	446	715	1,161	2.11
Connecticut.....	138	157	295	.47	96	140	236	.43
Delaware.....	11	13	24	.04	6	9	15	.03
District of Columbia.....	53	81	134	.21	43	70	113	.20
Florida.....	74	129	203	.32	64	94	158	.29
Georgia.....	58	154	212	.33	45	122	167	.30
Guam.....	3	2	5	.01	1	3	4	.01
Hawaii.....	94	255	349	.55	43	176	219	.40
Idaho.....	292	438	730	1.14	243	349	592	1.07
Illinois.....	1,250	1,910	3,160	4.94	1,063	1,746	2,809	5.09
Indiana.....	427	676	1,103	1.72	362	611	973	1.76
Iowa.....	776	1,442	2,218	3.46	629	1,335	1,964	3.56
Kansas.....	607	1,020	1,627	2.54	484	945	1,429	2.59
Kentucky.....	114	238	352	.55	110	190	300	.54
Louisiana.....	118	276	394	.62	124	259	383	.69
Maine.....	63	83	146	.23	49	79	128	.23
Maryland.....	61	79	140	.22	48	70	118	.21
Massachusetts.....	402	511	913	1.43	344	397	741	1.34
Michigan.....	545	866	1,411	2.20	478	834	1,312	2.38
Minnesota.....	681	1,312	1,993	3.11	567	1,148	1,715	3.11
Mississippi.....	102	183	285	.45	91	157	248	.45
Missouri.....	673	1,182	1,855	2.90	577	1,071	1,648	2.98
Montana.....	209	388	597	.93	187	339	526	.95
Nebraska.....	630	1,048	1,678	2.62	484	976	1,460	2.64
Nevada.....	57	108	165	.26	46	94	140	.25
New Hampshire.....	45	62	107	.17	42	51	93	.17
New Jersey.....	292	336	628	.98	218	295	513	.93
New Mexico.....	133	191	324	.50	111	184	295	.53
New York.....	1,207	1,505	2,712	4.24	1,000	1,297	2,297	4.16
North Carolina.....	47	139	186	.29	45	135	180	.33
North Dakota.....	324	608	932	1.46	272	586	858	1.55
Ohio.....	772	1,007	1,779	2.78	610	931	1,541	2.79
Oklahoma.....	759	1,187	1,946	3.04	609	962	1,571	2.85
Oregon.....	404	648	1,052	1.64	320	531	851	1.54
Pennsylvania.....	797	1,009	1,806	2.82	686	920	1,606	2.91
Puerto Rico.....	7	9	16	.03	5	8	13	.02
Rhode Island.....	45	48	93	.14	52	47	99	.18
South Carolina.....	29	70	99	.15	27	75	102	.19
South Dakota.....	298	551	849	1.33	250	541	791	1.43
Tennessee.....	151	255	406	.63	101	192	293	.53
Texas.....	669	1,402	2,071	3.24	606	1,174	1,780	3.22
Utah.....	500	560	1,060	1.66	403	501	904	1.64
Vermont.....	23	31	54	.08	22	40	62	.11
Virginia.....	71	123	194	.30	52	118	170	.31
Washington.....	606	844	1,450	2.27	462	754	1,216	2.20
West Virginia.....	119	177	296	.46	96	165	261	.47
Wisconsin.....	437	819	1,256	1.96	368	796	1,164	2.11
Wyoming.....	105	153	258	.40	81	142	223	.40
Foreign countries.....	1,039	1,219	2,258	3.53	876	1,121	1,997	3.62
Birthplace not given.....		11	11	.02	2	19	21	.04
TOTALS.....	25,171	38,824	63,995	100.00	20,739	34,474	55,213	100.00

completed less than four years of college work, 2,420 (30.16 per cent) had completed 3 years; 4,108 (51.20 per cent) had completed 2 years; 607 (7.56 per cent) had completed 1 year; and 889 (11.08 per cent) had completed less than 1 year.

Table 4 shows the years of preparation completed by persons certificated in 1956-57. A few of the applicants who had completed less than four years of college work were granted credentials, such as those authorizing the teaching of vocational arts, or classes for adults, based on their considerable experience in the fields involved.

Figures for the preceding year showed that of the 55,213 persons certificated, 84.27 per cent (46,528)—all but 323 of whom held the bachelor's degree—had completed four years or more of college work; 13.11 per cent (7,239) had completed less than four years; and 2.62 per cent (1,446) did not state the time spent.

TABLE 4
AMOUNT OF COLLEGIATE PREPARATION COMPLETED BY PERSONS
CERTIFICATED IN 1956-57

	Number of persons	Number of persons with A. B. degree	Number of persons without A. B. degree	Years of collegiate preparation for persons without A. B. degree					
				No infor- mation avail- able	Less than 1 year	1 year	2 years	3 years	4 years but without A. B. degree
Men-----	25,171	22,327	2,844	932	683	235	604	257	133
Women-----	38,824	31,928	6,896	409	206	372	3,504	2,163	242
Totals... .	63,995	54,255	9,740	1,341	889	607	4,108	2,420	375
Percents.. .		84.78	15.22						

Colleges and Universities Granting the Degrees Held by Credentialed Personnel

Of the 54,255 persons with bachelor's degrees who were certificated during 1956-57, there were 29,554 (54.47 per cent) who had received their degrees from colleges or universities in California; 24,701 (45.53 per cent) held degrees from out-of-state colleges or universities.

Of the holders of degrees from California institutions, 620 were graduates of colleges not accredited for teacher education by the State Board of Education. The credentials granted to this group were of the type not requiring a bachelor's degree (i.e., provisional, adult education, and certain vocational credentials), or were based upon a statement from a recognized graduate institution which had accepted the bachelor's degree from an unaccredited institution.

Of the 29,008 persons holding bachelor's degrees from accredited California institutions, 11,955 were graduates of California state colleges (41.21 per cent); 8,724 (30.07 per cent) were graduates of private col-

leges or universities; and 8,329 (28.71 per cent) were graduates of one of the four campuses (Berkeley, Davis, Los Angeles, or Santa Barbara) of the University of California.

Nearly half of the 24,701 credentialed personnel with out-of-state degrees were graduates of institutions in the central states. Regional representation was as follows: 10,208 (41.33 per cent) were graduates of colleges or universities located in the central states; 7,112 (28.79 per cent) were graduates of western institutions; 3,659 (14.81 per cent) were graduates of eastern institutions; 3,307 (13.39 per cent) were graduates of institutions in southern states; and 415 (1.68 per cent) were graduates of institutions in possessions or territories of the United States, or in foreign countries.

Table 5 lists the accredited California institutions in order of the numbers of their graduates holding bachelor's degrees who were certificated for public school service in 1956-57.

TABLE 5

NUMBER OF PERSONS CERTIFICATED IN 1956-57 WHO WERE HOLDERS OF BACHELOR'S DEGREES FROM ACCREDITED CALIFORNIA COLLEGES AND UNIVERSITIES, BY INSTITUTION

College or university	Number of persons with bachelor's degrees certificated 1956-57	College or university	Number of persons with bachelor's degrees certificated 1956-57
University of California, Berkeley.....	3,564	Humboldt State College.....	321
University of California, Los Angeles.....	3,388	La Verne College.....	284
San Jose State College.....	2,886	Immaculate Heart College.....	201
University of Southern California.....	2,365	College of the Holy Names.....	180
San Francisco State College.....	2,135	Mount Saint Mary's College.....	174
Fresno State College.....	1,567	California State Polytechnic College.....	169
Los Angeles State College.....	1,419	Pasadena College.....	168
University of California, Santa Barbara.....	1,279	Chapman College.....	157
San Diego State College.....	1,147	University of San Francisco.....	131
Chico State College.....	862	San Francisco College for Women.....	128
Long Beach State College.....	835	Mills College.....	125
Whittier College.....	817	California College of Arts and Crafts.....	122
Stanford University.....	740	Dominican College.....	117
Occidental College.....	654	University of California, Davis.....	98
College of the Pacific.....	649	Pacific Union College.....	95
University of Redlands.....	643	Loyola University.....	81
Sacramento State College.....	614	La Sierra College.....	33
George Pepperdine College.....	414	College of Notre Dame.....	32
Claremont Colleges.....	397	San Diego College for Women.....	17
		Total.....	29,008

Table 5 shows whether the institutions were administered as state colleges, as parts of the University of California, or were independently

supported. Of the persons certificated in 1955-56, there were 9,925 (40.71 per cent) who were holders of bachelor's degrees granted by state colleges; 7,548 (30.96 per cent) held degrees from private institutions; and 6,909 (28.33 per cent) held bachelor's degrees from the University of California. This is the fourth consecutive year in which the figures have shown the trend toward certification of more credential candidates from state colleges and fewer from private institutions. The University of California has been supplying about the same proportion of the total number of candidates each year.

Colleges and Universities Attended by Persons Certificated in 1956-57 Who Did Not Hold the Bachelor's Degree

Of the 8,399⁸ persons certificated in 1956-57 who had completed varying amounts of college work without having been granted a bachelor's degree, 5,553 (66.11 per cent) had attended a California institution accredited for teacher education; 2,040 (24.29 per cent) had attended an out-of-state college or university; 349 (4.16 per cent) had attended California institutions not accredited for teacher education by the State Board of Education; and 457 (5.44 per cent) had attended a California junior college.

A little less than half (4,108) of these 8,399 persons who did not hold a degree indicated that they had completed at least 2 years, but less than 3 years, of college work. Most of this group who did not hold a degree were women.

Amount of Graduate Work Completed

Of the total of 63,995 persons certificated in 1956-57, more than one-half (35,210 or 55.02 per cent) had done graduate work. Of these, approximately one-third (12,544) were holders of one or more graduate degrees (11,542 master's, 1,002 doctor's), and two-thirds (22,666) had not received a graduate degree.

During 1955-56, the proportion of individuals who had done graduate work was about the same. Of the 55,213 persons certificated in that year, 29,420 (53.29 per cent) had done some graduate work, and a third of these (9,569) had received one or more graduate degrees.

Of the persons certificated in 1956-57 who had done graduate work, 22,666 (64.37 per cent) had not received advanced degrees; 6,946 (19.73 per cent) had received the master's or doctor's degree; and 5,598 (15.90 per cent) had received the master's or doctor's degree and had done additional graduate study beyond the requirements for the master's or doctor's degree.

The credential applications of the 28,264 persons who had done graduate work but had not met the requirements for advanced graduate

⁸ The figure of 8,399 includes 8,024 persons with less than four years of college preparation, and 375 with four years or more.

degrees (the 22,666 without any graduate degree and the 5,598 who had worked beyond the requirements of a graduate degree) were studied to determine how many credit hours of graduate work they had completed. The results are shown in the following tabulation:

5,773 (20.44 per cent) had completed 1 to 9 hours of graduate work
 5,080 (17.97 per cent) had completed 10 to 19 hours
 4,125 (14.59 per cent) had completed 20 to 29 hours
 6,498 (22.99 per cent) had completed 30 to 39 hours
 2,107 (7.45 per cent) had completed 40 to 49 hours
 1,157 (4.09 per cent) had completed 50 to 59 hours
 628 (2.22 per cent) had completed 60 to 69 hours
 253 (0.90 per cent) had completed 70 to 79 hours
 125 (0.44 per cent) had completed 80 to 89 hours
 172 (0.61 per cent) had completed 90 to 99 hours
 2,346 (8.30 per cent) had completed an unestimated number of hours.

TABLE 6

NUMBER OF PERSONS CERTIFICATED IN 1956-57 WHO HAD COMPLETED GRADUATE UNITS
 IN A CALIFORNIA COLLEGE OR UNIVERSITY ACCREDITED BY THE STATE BOARD
 OF EDUCATION FOR TEACHER PREPARATION, BY INSTITUTION

College or university	Number of persons taking graduate work	College or university	Number of persons taking graduate work
University of Southern California.....	4,125	California State Polytechnic College.....	162
University of California, Berkeley.....	3,152	Immaculate Heart College.....	128
San Francisco State College.....	2,361	Loyola University.....	93
University of California, Los Angeles.....	2,195	George Pepperdine College.....	89
Los Angeles State College.....	2,049	Mills College.....	86
San Jose State College.....	1,624	University of California, Davis.....	85
Stanford University.....	1,314	La Verne College.....	75
Long Beach State College.....	1,298	College of the Holy Names.....	68
Fresno State College.....	1,130	Dominican College.....	56
San Diego State College.....	1,001	San Francisco College for Women.....	49
Sacramento State College.....	821	Mount Saint Mary's College.....	46
Claremont Colleges.....	663	California College of Arts and Crafts.....	38
College of the Pacific.....	550	Chapman College.....	36
Chico State College.....	477	Pasadena College.....	31
University of Redlands.....	393	Pacific Union College.....	24
Whittier College.....	329	La Sierra College.....	14
Occidental College.....	216	San Diego College for Women.....	5
Humboldt State College.....	197	College of Notre Dame.....	2
University of California, Santa Barbara.....	181	Total.....	25,327
University of San Francisco.....	164		

Table 6 lists the accredited California colleges and universities in order of the number of their graduate students who were certificated for public school service during 1956-57.

Location of Colleges and Universities in Which Graduate Work Was Done

Of the 35,210 persons who had completed graduate work, 9,729 (27.63 per cent) reported that the work had been done in out-of-state colleges and universities. A total of 25,481 (72.37 per cent) persons had completed their graduate work in California institutions; 134 of these reported completion of units so distributed in various institutions that no single college or university could be considered responsible for their graduate preparation.

Types of California Institutions in Which Graduate Work Was Done

There were 25,327 persons certificated in 1956-57 who reported the completion of graduate work entirely, or preponderantly, in a single accredited California college or university. Of these, 11,120 (43.91 per cent) had completed their graduate work in a state college; 8,594 (33.93 per cent) had completed their graduate work in a private college or university; and 5,613 (22.16 per cent) had completed their graduate work at the University of California at Berkeley, Davis, Los Angeles, or Santa Barbara.

This is the third year in which the state colleges have ranked ahead of the private colleges and universities and the University of California in the number of graduate students certificated during the year. Their contribution to the number certificated was 42.01 per cent (7,383 graduate students) in 1954-55; 43.78 per cent (9,229 graduate students) in 1955-56; and 43.91 per cent (11,120 graduate students) in 1956-57, showing a trend toward greater use of the graduate programs offered by the state colleges.

Location of Out-of-state Institutions Where Graduate Work Was Done

The credential application forms filed by the 9,729 persons certificated in 1956-57 who had completed units of graduate work outside of California indicated that this work had been done in institutions located by geographic regions as follows: 3,275 (33.67 per cent) in the central states; 3,093 (31.79 per cent) in the western states; 1,844 (18.95 per cent) in the eastern states; 1,259 (12.94 per cent) in the southern states; and 258 (2.65 per cent) in United States territories or possessions, or a foreign country.

Major and Minor Subject Fields of Preparation

Information regarding major fields of preparation was available from 16,864 of the persons who were certificated during 1956-57. These

16,864 teachers already held or received during the year one of the three types of credentials for which a major or minor in a teaching field is a specific requirement, namely, the junior high school, the general secondary, or the junior college credential.

As their major fields of preparation for teaching, men selected social studies, education, English, physical education, science, and business education in the order named. Women selected English, social studies, education, physical education, homemaking, and foreign languages. Approximately two-thirds of the total group with majors were men. The preferences of 10,381 men and 6,483 women are shown by number and per cent in Table 7.

TABLE 7

MAJOR FIELDS OF PREPARATION OF PERSONS CERTIFICATED IN 1956-57 WHO HELD OR
WERE GRANTED JUNIOR HIGH SCHOOL, GENERAL SECONDARY,
OR JUNIOR COLLEGE CREDENTIALS

Fields of preparation	Men	Per cent	Women	Per cent	Totals	Per cent
Special subject fields:						
Agriculture-----	192	1.85			192	1.14
Art-----	266	2.56	265	4.09	531	3.15
Business Education-----	395	3.81	268	4.13	663	3.93
Homemaking-----			501	7.73	501	2.97
Industrial Arts-----	141	1.36			141	.84
Music-----	303	2.92	221	3.41	524	3.11
Physical education-----	1,219	11.74	504	7.77	1,723	10.22
Miscellaneous-----	6	.06			6	.03
Totals, special subject fields-----	2,522	24.30	1,759	27.13	4,281	25.39
Social studies-----	2,696	25.97	1,061	16.37	3,757	22.28
English-----	1,235	11.90	1,662	25.65	2,897	17.18
Science-----	1,124	10.83	411	6.34	1,535	9.10
Foreign languages-----	259	2.49	439	6.76	698	4.14
Mathematics-----	352	3.39	110	1.70	462	2.74
Education-----	1,928	18.57	970	14.95	2,898	17.18
Non-teaching and uncommon minors-----	265	2.55	71	1.10	336	1.99
Totals-----	10,381	100.00	6,483	100.00	16,864	100.00
Per cents of totals-----	61.56		38.44		100.00	

In the tabulation of data on major fields of preparation, it was noted that 481 of the teachers certificated had completed the requirements for a second academic major. A third of the men chose social studies for a second major; a seventh of them chose special subjects. A third of the women chose English for a second major; a fourth chose social studies.

Information on minor fields of preparation was available regarding 16,516 of this group of persons who held or were granted credentials

requiring such preparation. Men selected minors in social studies, English, science, and special fields. Women selected social studies, English, science, and special fields. No minor fields were reported by 348 persons in this group. Again, as in the case of the data on major fields, two-thirds of those reporting were men. The preferences in minor fields of preparation of 10,381 men and 6,483 women are shown by number and per cent in Table 8.

TABLE 8

MINOR FIELDS OF PREPARATION OF TEACHERS CERTIFICATED IN 1956-57 WHO HELD OR
WERE GRANTED JUNIOR HIGH SCHOOL, GENERAL SECONDARY,
OR JUNIOR COLLEGE CREDENTIALS

Fields of preparation	Men	Per cent	Women	Per cent	Totals	Per cent
Social studies.....	3,363	32.40	1,929	31.60	5,292	31.38
English.....	2,144	20.65	1,850	30.30	3,994	23.68
Science.....	2,089	20.12	845	13.84	2,934	17.40
Special subject fields:						
Agriculture.....	60	.58			60	.36
Art.....	116	1.12	108	1.77	224	1.33
Business education.....	411	3.96	171	2.80	582	3.46
Homemaking.....			134	2.19	134	.79
Industrial arts.....	250	2.41			250	1.48
Military science.....	34	.33			34	.20
Music.....	129	1.24	149	2.44	278	1.65
Physical education.....	583	5.62	158	2.59	741	4.39
Miscellaneous.....	4	.03			4	.02
Totals, special subject fields.....	1,587	15.29	720	11.79	2,307	13.68
Foreign languages.....	513	4.94	596	9.77	1,109	6.58
Mathematics.....	635	6.12	144	2.36	779	4.62
Education.....	20	.19	11	.18	31	.18
Non-teaching and uncommon minors.....	30	.29	10	.16	40	.24
Total minors.....	10,381	100.00	6,105	100.00	16,486	97.76
No minor given.....			378		378	2.24
Totals.....	10,381		6,483		16,864	100.00
Per cents of totals.....	61.56		38.44		100.00	

Second minor fields of study were indicated by one-fourth of the group. Men selected social studies, science, English, and special fields. Women selected social studies, English, science, and special fields.

IV. TEACHING EXPERIENCE OF PERSONS CERTIFICATED IN 1956-57

Table 9 shows the period of time, by ten-year intervals, during which persons issued certification documents during 1956-57 began their teach-

ing careers, and the grade levels at which they began teaching. Approximately 32 per cent began teaching during the 1950-57 period. The greatest number obtained their first experience in the secondary grades. It should be noted that this information was not available for 28.94 per cent of the total group certificated in 1956-57.

TABLE 9

PERIODS OF TIME, BY 10-YEAR INTERVALS, DURING WHICH PERSONS CERTIFICATED IN CALIFORNIA, 1956-57, BEGAN TEACHING; AND THE LEVELS TAUGHT

Years of entry into teaching	Levels taught						Totals	Per cent
	K-3	4-6	7-9	10-12	Over 12	More than one level		
1900-1909--	20	23	5	5	1	32	86	.13
1910-1919--	238	221	77	116	23	472	1,147	1.79
1920-1929--	974	958	470	990	120	1,364	4,876	7.62
1930-1939--	992	1,197	823	1,964	340	1,624	6,940	10.84
1940-1949--	2,176	2,149	1,846	3,553	1,068	1,302	12,094	18.90
1950-1957--	4,829	4,673	3,470	4,248	1,654	1,443	20,317	31.76
Totals --	9,229	9,221	6,691	10,876	3,206	6,237	45,460	71.04
Information not available-----							18,535	28.96
							63,995	100.00

Table 10 shows the states and territories in which persons who were certificated during 1956-57 had their first teaching experience, and the grade levels taught. The number of those who obtained their first teaching experience in foreign countries is also shown. Well over one-third began teaching in California. The greatest number had their first experience in the secondary grades.

Table 11 is a consolidation by geographic area of the information contained in Table 10. Outside of California, most of the teachers receiving California teacher certification during 1956-57 had their first teaching experience in the central states.

In California, 1,688 teachers reported that their first teaching experience took place at more than one grade level. Most of these 1,688 teachers may have held special secondary credentials authorizing service at both elementary and secondary levels. Most of the teachers whose first teaching experience was in the central states identified the secondary grades as the level at which they first taught, although 2,577 teachers indicated that their first teaching experience took place at more than one of the grade levels specified.

TABLE 10

STATES AND TERRITORIES IN WHICH PERSONS CERTIFICATED IN 1956-57
BEGAN TEACHING; AND THE LEVELS TAUGHT

	Levels taught						Totals	Per cent
	K-3	4-6	7-9	10-12	Over 12	More than one level		
Alabama	33	41	28	43	11	16	172	.27
Alaska	3	11	5	7	1	9	36	.06
Arizona	125	116	85	119	20	73	538	.84
Arkansas	76	100	44	104	11	94	429	.67
California	5,186	5,535	4,248	5,323	2,230	1,688	24,210	37.83
Canal Zone		1					1	
Colorado	137	126	77	209	37	155	741	1.16
Connecticut	37	28	18	19	8	19	129	.20
Delaware	3	4	2	4		1	14	.02
District of Columbia	10	2	8	5	7	2	34	.05
Florida	38	51	27	32	6	17	171	.27
Georgia	45	18	11	30	7	16	127	.20
Guam		1	4	2		1	8	.01
Hawaii	68	25	14	52	9	8	176	.28
Idaho	79	76	52	132	24	92	455	.71
Illinois	204	204	160	281	76	275	1,200	1.88
Indiana	90	69	41	117	29	92	438	.68
Iowa	208	134	88	330	23	329	1,112	1.74
Kansas	112	100	67	223	26	258	786	1.23
Kentucky	27	25	16	38	4	32	142	.22
Louisiana	41	38	30	60	19	27	215	.34
Maine	6	18	8	22	1	23	78	.12
Maryland	27	19	20	27	12	15	120	.19
Massachusetts	63	59	48	53	24	22	269	.42
Michigan	187	124	71	186	21	162	751	1.17
Minnesota	180	121	104	328	22	233	988	1.54
Mississippi	22	31	12	39	9	16	129	.20
Missouri	112	129	69	165	30	281	786	1.23
Montana	59	46	35	119	11	88	358	.56
Nebraska	129	113	67	244	17	311	881	1.38
Nevada	31	28	19	51	5	41	175	.27
New Hampshire	13	5	15	21	3	6	63	.10
New Jersey	93	50	28	51	7	32	261	.41
New Mexico	48	65	40	83	10	39	285	.44
New York	208	140	97	197	83	132	857	1.34
North Carolina	29	15	19	32	11	8	114	.18
North Dakota	60	60	33	141	5	204	503	.79
Ohio	178	159	91	235	40	90	793	1.24
Oklahoma	186	214	122	190	26	244	982	1.53
Oregon	107	149	112	240	37	117	762	1.19
Pennsylvania	120	118	77	157	28	98	598	.93
Puerto Rico	2		5	7			14	.02
Rhode Island	11	7	14	8	2	8	50	.08
South Carolina	12	11	4	10	1	4	42	.07
South Dakota	54	65	43	116	13	188	479	.75
Tennessee	32	32	23	36	5	30	158	.25
Texas	212	254	129	218	56	159	1,028	1.61
Utah	121	91	86	118	36	31	483	.75
Vermont	6	1	1	15	5	12	40	.06
Virginia	22	35	18	36	4	13	128	.20
Washington	156	191	138	219	40	76	820	1.28
West Virginia	27	21	24	37	3	33	145	.23
Wisconsin	101	67	51	193	26	154	592	.93
Wyoming	30	27	15	60	5	38	175	.27
Foreign countries	65	54	30	94	60	116	419	.65
Totals	9,231	9,224	6,693	10,878	3,206	6,228	45,460	71.04
No information available							18,535	28.96
							63,995	100.00

TABLE 11

GEOGRAPHIC AREAS IN WHICH PERSONS CERTIFICATED IN CALIFORNIA, 1956-57,
BEGAN TEACHING; AND THE LEVELS TAUGHT

Geographic areas	Levels taught						Totals	Per cent
	K-3	4-6	7-9	10-12	Over 12	More than one level		
California---	5,186	5,535	4,248	5,323	2,230	1,688	24,210	37.83
Central states ¹ ---	1,615	1,345	885	2,559	328	2,577	9,309	14.55
Western states ² ---	1,105	1,169	788	1,568	281	909	5,820	9.09
Southern states ³ ---	590	632	378	687	117	550	2,954	4.62
Eastern states ⁴ ---	597	451	336	579	180	370	2,513	3.93
U. S. possessions and foreign countries---	138	92	58	162	70	134	654	1.02
Totals ..	9,231	9,224	6,693	10,878	3,206	6,228	45,460	71.04
Information not available-----							18,535	28.96
							63,995	100.00

¹ Central states: Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, Michigan, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.² Western states: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Texas, Utah, Washington, and Wyoming.³ Southern states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia.⁴ Eastern states: Connecticut, Delaware, District of Columbia, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

TABLE 12

YEARS IN WHICH PERSONS CERTIFICATED IN 1956-57 BEGAN TEACHING
IN CALIFORNIA; AND THE LEVELS TAUGHT

Years of entry into teaching in California	Levels taught						Totals	Per cent
	K-3	4-6	7-9	10-12	Over 12	More than one level		
1900-1909---	1	1	2	1		2	7	.01
1910-1919---	30	51	11	12	4	57	165	.26
1920-1929---	272	303	224	347	59	186	1,391	2.17
1930-1939---	255	434	485	817	182	287	2,460	3.84
1940-1949---	2,575	2,331	1,766	2,408	905	838	10,823	16.91
1950-1957---	5,447	5,361	3,906	4,034	1,760	1,606	22,114	34.56
Totals ..	8,580	8,481	6,394	7,619	2,910	2,976	36,960	57.75
Information not available-----							18,535	28.96
No California experience but credential was for service in the 1956-57 school year-----							8,500	13.29
							63,995	100.00

Table 12 shows when persons who were certificated during 1956-57 began teaching in California, and the grade levels they taught. Of this group, 22,114 persons (34.56 per cent) began teaching in California during the years 1950-57. The greatest number had their first experience at the primary level; the next greatest number in grades 4-6.

TABLE 13

YEARS IN WHICH PERSONS CERTIFICATED IN 1956-57 RE-ENTERED TEACHING IN CALIFORNIA AFTER ABSENCE OF ONE YEAR OR LONGER; AND THE LEVELS TAUGHT

Re-entry year	Levels taught						Totals	Per cent
	K-3	4-6	7-9	10-12	Over 12	More than one level		
1920-1929--	10	12	14	13	1	9	59	.09
1930-1939--	31	21	30	31	16	34	163	.25
1940-1949--	265	277	257	324	106	155	1,384	2.16
1950-1957--	1,061	701	520	571	255	366	3,474	5.43
Totals ..	1,367	1,011	821	939	378	564	5,080	7.93
Information not available-----							18,535	28.96
No previous teaching in California-----							40,380	63.11
							63,995	100.00

Table 13 shows the years during which persons who were recipients of California credentials in 1956-57 re-entered teaching after absences of one year or longer. Of these, only 7.93 per cent (5,080) reported previous teaching experience in California and withdrawal from teaching for one year or longer. Most of this group re-entered teaching at the elementary level during 1950-57.

THE EMOTIONALLY DISTURBED CHILD—A CHALLENGE TO PUBLIC EDUCATION

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Public education for all the children of all the people, at least in the early and middle grades, comes close to realization in California in 1958. Almost every young child of school age goes to school. Public schools have programs for mentally retarded and severely mentally retarded children, physically handicapped children, children in hospitals and juvenile halls, and those who need to be instructed at home. These changes have been accompanied and encouraged by modifications in the understanding of and expectations from the public school by parents, teachers, and children.

The public school has been and is still perceived as an institution in which cultural, historical, and scientific information is communicated, and thinking is developed through language and mathematics. The language and mathematical skills necessary for the comprehension of the more abstract, symbolic elements of these subjects are not possessed by all children. There are also emotional, cultural, and motivational factors which limit some children's abilities to learn. Therefore, parents and teachers know that some children who come to school may not be prepared intellectually, physically, or emotionally to profit from the regular school program. Yet, our present social values indicate that it is expected that all children will attend school and profit by school attendance.

This state of affairs presents both a problem and an opportunity for the public school. For if all the children of all the people are to attend school, then some will one day be a part of the estimated one million¹ psychotic (severely mentally ill) persons and the 17 million who will be suffering from a recognizable psychiatric disorder.² In addition to these children, others will become chronic residents of prisons, or will suffer from severe psychosomatic complaints, alcoholism, or narcotic addiction. In this group will also be the accident-prone or suicidal persons who may use their cars improperly on the highways for the relief of emotional tensions and conflicts. The full impact on our society of persons with personality deficiencies or conflicts is just beginning to make itself felt. As Stevenson notes: "Mental handicaps affect some 9,000,000 persons seriously enough to call for special help. In addition

¹ George Stevenson, *Mental Health Planning for Social Action*. New York: McGraw-Hill Book Co., 1956, p. 19.

² Benjamin Pasamanick and Others, "A Survey of Mental Disease in an Urban Population," *American Journal of Public Health*, XLVII (August, 1957), 923-29.

they reduce the effectiveness of uncounted others. They play havoc with families, friends, communities, and industry. They encumber society with an immense financial burden, a burden that is unequaled by that of any other human disorder."

THE STRATEGIC POSITION OF THE SCHOOL

The opportunity to prevent and reduce the psychological morbidity of our population is present in the public school program. The school is the first community outside the family to which all children come. The relationship between the school and the family is generally positive and mutually reinforcing. Teachers see the children in their classes over a long period of time and in a great variety of situations. Whether teachers and other members of the professional staffs of the schools are sufficiently well trained to be able to identify children with poor mental health has been a question of much concern and interest to mental health specialists as well as educators. A study by Wickman³ in 1928 seemed to indicate that teachers did not perceive the behavior of children from a mental health point of view. However, more recent studies by Ullmann,⁴ by Schrapp and Gjerde,⁵ and by Bower⁶ show that teachers and mental hygiene specialists are in closer agreement about the mental health status of children than was formerly supposed.

Both teachers and parents are vitally concerned with the learning problems of children. Consequently, school districts have provided excellent in-service education programs for teachers and for parents in mental health and personality dynamics. The advantages to the teacher in working with children who have emotional difficulties are twofold. On the one hand, he can help the child; on the other he can learn much about helping all children. As Karl Menninger said, "The extraordinary and particular efforts necessary to understand and redirect the personalities of the problem child, the inhibited child, the aggressive child, the neurotic child, are the source of our assurances regarding the psychology of learning. From their tribulations has come knowledge that will advance the education and happiness of the unaffected."⁷

In the last decade schools have hired an increasing number of auxiliary personnel whose duties are to help schools manage and educate emotionally disturbed children. At present, the most effective use of psy-

³ E. K. Wickman, *Children's Behavior and Teachers' Attitudes*. New York: Commonwealth Fund, 1928. The difference between the perception of the teachers and the mental health specialists, as noted in this study, could have been caused by the difference in instructions given to each of the groups.

⁴ C. A. Ullman, *Identification of Maladjusted School Children*, U. S. Public Health Service Monograph No. 7. (Washington, 1952).

⁵ M. Schrapp and C. Gjerde, "Teacher Growth in Attitudes Toward Behavior Problems of Children," *Journal of Educational Psychology*, XLIV (1953), 203.

⁶ Eli M. Bower, "A Process for Identifying Disturbed Children," *Children*, IV (July-August, 1957), 143-47.

⁷ Karl Menninger, *Love Against Hate*. New York: Harcourt, Brace & Co., 1942.

chologists and psychiatrists by schools is open to research and experimentation. The most effective function of psychiatric and psychological personnel in the schools would seem to be the use of their consultive services to the staff members who have repeated and close contact with the child. Schools sense the need to utilize the resources of such personnel to provide a deep and comprehensive understanding of mental health for the entire staff. How and to what extent this may be accomplished is one of the basic problems of preventive psychiatry.⁸

BACKGROUND OF THE PRESENT LEGISLATION

In hearings held by California State Senate Interim Committees in 1952, 1954, and 1956, many persons testified on the problems posed by emotionally disturbed children who are attending school. The 1955 report of one of these committees, chaired by Senator James J. McBride of Ventura, states: "Many witnesses appearing before the committee emphasized the problem of emotionally disturbed children in California. These children are of concern to many agencies especially to the schools but co-ordinated efforts to meet the needs of these children has been lacking . . . Parents of these children have never organized to bring pressure on the Legislature to provide help, yet the numbers of these severely disturbed children appear to be increasing more rapidly than the population increase warrants as shown by the figures on juvenile delinquency and by the long waiting lists for help through child guidance clinics, family service agencies, and state mental hygiene clinics. Only by prevention through early recognition and early treatment can these increasing numbers of maladjusted children be checked."⁹ The members of this Interim Committee (Senators McBride, Cunningham and Teale) introduced a bill in the 1955 legislative session to provide funds to try out pilot classes for emotionally disturbed children in co-operation with selected school districts of various sizes and in different areas of the state. The bill did not pass "chiefly because of lack of organized support from educators' or parents' groups. Unlike the parents of physically handicapped and mentally retarded children who are able to mobilize their energies to secure passage of legislation and educational aid for their children, the parents of emotionally disturbed children often appear not to recognize their children's problems and are not often socially motivated. Any action, therefore, to provide an educational program for emotionally disturbed children will require the sponsorship of other citizens and those professional persons concerned with the general problem of mental health."¹⁰

⁸ As noted by Gerald Caplan in "The Role of the Social Worker in Preventive Psychiatry," *Medical Social Work*, IV (1955), 144-59.

⁹ Report of the Senate Interim Committee on Education and Rehabilitation of Handicapped Children and Adults. Senate, California Legislature, 1957, p. 102.

¹⁰ *Ibid.*, p. 101.

Senate Bill 62 was introduced in the 1957 session of the Legislature by Senators McBride, Teale and Sutton and as amended was passed and signed by the Governor on July 15, 1957.

Provisions of Senate Bill 62 (Chapter 2385)

Senate Bill 62 provides for a study of gifted and emotionally disturbed children in the public schools of California. The sections on emotionally disturbed children are as follows:

Section 1. The State Department of Education of California is hereby authorized and directed to make a study of problems relating to emotionally disturbed children in the public schools of the State. The study shall include, but not necessarily be limited to, a determination of the criteria now being used in the schools to identify emotionally disturbed children, recommendations for diagnostic standards to be developed so as to most effectively identify such children, an evaluation of the effectiveness of present special school programs designed to help emotionally disturbed children, a determination of the relationship between early identification of such children and their rehabilitation, and a report on administrative problems and costs which would be involved in the development and operation of successful educational programs designed to meet the needs of emotionally disturbed children. A preliminary report of the study shall be provided to the Legislature on or before January 1, 1960, and a final report thereon shall be provided on or before January 1, 1961. . .

Section 3. There is hereby appropriated out of any money in the State Treasury not otherwise appropriated, the sum of one hundred eight thousand dollars (\$108,000) or as much thereof as may be necessary to be expended by the State Department of Education in carrying on these studies, in augmentation of Item 71 of the Budget Act of 1957. Of this amount not more than sixty-eight thousand dollars (\$68,000) may be used for carrying on the study authorized in Section 1 during the 1957-58 Fiscal Year, and not more than forty thousand dollars (\$40,000) may be used for carrying on the study authorized in Section 2 during the 1957-58 Fiscal Year.

Section 4. The State Superintendent of Public Instruction is hereby authorized to appoint an advisory committee of five members to assist in the formulation of a design for the project authorized in Section 1 and the evaluation of the outcomes. One member of the advisory committee shall be a licensed psychiatrist and one member thereof shall be a research specialist. From the funds appropriated under Section 3 of this act, the Department of Education is authorized to pay travel and subsistence expenses incurred by members of the advisory committee in attending meetings of the committee called by the State

Superintendent of Public Instruction; provided, that not more than one thousand dollars (\$1,000) may be used for this purpose during the 1957-58 Fiscal Year.

RESEARCH PLANS

Present plans are to implement the objectives of the bill by establishing and evaluating pilot, experimental programs in a number of school districts. The experimental programs may involve only the emotionally disturbed children, or their parents, or their teachers, or they may involve any combination of these. Each pilot program will be served by a research consultant and by other necessary specialized personnel. Each will go through the process of establishing criteria for identifying emotionally disturbed children and will utilize a number of diagnostic procedures before the program is begun. In each pilot program, the children assigned to the experimental group will be selected from an eligible group at least twice the size of the contemplated experimental group. Programs which are basically concerned with teachers or parents will be evaluated in terms of the progress of the children. Records of the administrative problems and financial costs of each experimental program will be kept so that some estimate of these aspects of the program will be possible.

The total research project is designed so that each participating school district will need to undertake only a small but clearly defined part of the whole. There are three overlapping but specific reasons for this design. First, large programs become large investments in time, effort and egos and are often perceived by districts as parents perceive children—almost always good. On the other hand, individual and district biases in programs can sometimes be cancelled out by having a number of similar programs in operation. The personality of the teacher, for example, is a mountainous variable in any program involving special or remedial classes. If it is possible to develop a number of small but similar programs a more basic evaluation of the program might be possible. Thirdly, it is not the intention of this research program to burden school districts with research activities. School districts which participate will need to volunteer for the research and indicate in general what kind of experimental program they wish to attempt. In all cases the experimental program will "belong" to the district undertaking it. The research project staff will assist each project with direct and consultive services.

The research staff will be composed of a research co-ordinator and four research consultants. They will be assisted and directed by two advisory committees. A technical advisory committee has been appointed by the State Superintendent of Public Instruction, Roy E. Simpson. Members of the committee are as follows: John Daily, Clinical Psy-

chologist, Veterans Administration Hospital, Palo Alto; Richard Harsh, Administrative Assistant to Director of Research and Guidance, Office of Los Angeles County Superintendent of Schools; Mrs. Agnes Robinson, School Psychologist and Supervisor of Special Education, Sacramento City Unified School District; Edward Stainbrook, M. D., Professor and Chairman, Department of Psychiatry, University of Southern California; Henry Work, M. D., Head, Department of Pediatrics and Psychiatry, School of Medicine, University of California, Los Angeles.

Consultants appointed to work with this committee are: John E. Bell, Acting Chief, Mental Health Services, U. S. Public Health Service, San Francisco; Burton Castner, Consulting Clinical Psychologist, California Youth Authority; Leon Epstein, M. D., Chief of Research, Department of Mental Hygiene; Belle Dale Poole, M. D., Child Health Consultant, Bureau of Maternal and Child Health, State Department of Public Health; David Segal, Specialist in Pupil Appraisal, U. S. Office of Education; and Harry Wilson, Supervisor of Education, California Youth Authority.

An advisory committee composed of the following members of the California State Department of Education will assist in the research activities of this project: Irving Fusfield, Supervisor of Counseling and Child Guidance, California School for the Deaf; Patricia Hill, Consultant in Health Education; Donald E. Kitch, Chief, Supplemental Education Services; Lawrence Koehler, Consultant in Adult Education; Mrs. Afton Nance, Consultant in Elementary Education; Earl Sams, Consultant in Secondary Education; Thomas Shellhammer, Consultant in Educational Research; John Taft, Consultant in Guidance; and Ernest P. Willenberg, Chief, Bureau of Special Education.

POSSIBLE OUTCOMES

The Legislative authorization and direction stated in Senate Bill 62, Chapter 2385, Section I, sets the major emphasis of the research study on the identification and assistance of emotionally disturbed children in school. How can such children best be helped? What kinds of adjustments and to what degree need adjustments be made for these children? What assistance can schools offer to the parents of emotionally disturbed children? Under what circumstances and with what kind of specialized service can a teacher help an emotionally disturbed child? Are there emotionally disturbed children for whom a program can best be planned on the basis of symptoms? Are there those who will need extensive case work or psychiatric services? If so, where will such services be obtained and how will they be financed? Can emotionally disturbed children be differentiated from those who are situationally or temporarily upset, or from those who appear disturbed because they are simply not average?

In addition to these and other questions relevant to the major objectives of the research, Senate Bill 62 presents the Department of Education and the participating school districts with the opportunity to demonstrate the effectiveness and practicability of research in solving problems in education. Guidance in the growth, development, and education of children can be obtained by research procedures as productive as those utilized in the physical and biological sciences.

There are other questions whose answers may be surprise dividends. For example, to what extent are emotionally disturbed children "problems" in kindergarten or grade one? Are there peaks and troughs in the incidence of this condition from kindergarten through high school? Are the activities subsumed under therapy; *i.e.*, activities in which limits are broad and children are encouraged to work out conflicts? Are they compatible with activities subsumed under education; *i.e.*, activities in which limits are circumscribed and children must compromise needs to that of the group?

The possibility also exists of discovering some of the secrets for promoting better mental health in all children. To find out how the principles of prevention in the field of mental health can be applied in an educational setting would also be an important outcome. What kind of "immunity" to mental disease can be introduced into the school program to produce adults with less conflicts and stronger egos?

Some of these are hypothetical questions, the tentative answers to which would depend upon continued expenditures of time, effort and money. Meanwhile, the problems facing the public school and the emotionally disturbed child cannot be set aside. The public school must accept and, therefore, educate the emotionally disturbed child as it does other children. Is there an alternative? A social scientist put it this way: "To make all this clinical knowledge count for constructive social health it will be necessary to translate it into a program of education for and through our basic social institutions that reach children . . . To fail to educate to this end is to play the fool. In this connection one is reminded of an old Cornish custom which was a very simple but effective test for sanity. The patient was put into a room in which there was a bucket under a tap. The tap was turned on and the patient given a cup and told to bail the bucket. If the patient turned off the tap before he began bailing the bucket he was considered sane. If, on the other hand, he started bailing the bucket without turning off the tap, he was deemed to be insane. In dealing with social and mental health problems, we have too long acted somewhat like the patient who bails the bucket without turning off the tap."¹¹

¹¹ Luther Woodward, "Social Health an Increasing Dimension in Orthopsychiatry," American Journal of Orthopsychiatry, XXVII (July, 1957), 454.

A STUDY OF PUBLIC SCHOOL EDUCATION PROGRAMS FOR THE GIFTED

RUTH MARTINSON, *Education Research Project Co-ordinator, Gifted Children*

On September 11, 1957, funds were appropriated by the Legislature of the State of California for a study of the problems involved in educating gifted children in the public schools of the state. Legislation for this purpose had been introduced initially by Assemblyman Carlos Bee, of Hayward, through Assembly Bill 959. This proposal subsequently was incorporated into Senate Bill 62. The legislation provides for a three-year study of programs for the education of the gifted, for identification of the best methods for organizing and conducting such programs in schools of different types, for determining the costs of such programs, and for making recommendations to the Legislature regarding costs, administrative problems, and the criteria which may be employed in determining possible excess cost payments to school districts which develop programs.

An advisory committee will work with the California State Department of Education during the three years of the project to assist in the development of study procedures and in the evaluation of outcomes. The members of the advisory committee are: Mrs. George Alpers, Special Education Chairman, California Congress of Parents and Teachers; Leo F. Cain, Vice President, San Francisco State College; Harold Carter, Professor of Education, University of California, Berkeley; Adolfo de Urioste, member of the San Francisco Board of Education; Mrs. Charles S. Goode, State Education Chairman, AAUW; and member of the Grossmont Union High School Board of Education; Henry M. Gunn, Superintendent, Palo Alto Unified School District; George V. Hall, Assistant Superintendent, San Diego Unified School District; Donald J. Kincaid, Co-ordinator of Programs for Gifted Children, Los Angeles Public Schools; Marion Scheifele, Principal, Greenbrae Elementary School, Kentfield; and May V. Seagoe, Professor of Education, University of California, Los Angeles.

Representatives of the State Department of Education appointed to serve on the advisory committee include Laurence L. Belanger, Consultant in Guidance, Bureau of Guidance; Genevie Dexter, Consultant in Physical Education, Bureau of Health Education, Physical Education, and Recreation; John R. Eales, Consultant in Secondary Education, Bureau of Secondary Education; Melvin W. Gipe, Consultant in Education Research, Bureau of Education Research; Dorothy M. Knoell, Consultant in State College Curricula, Division of State Colleges and Teacher Education; Henry Magnuson, Chief, Bureau of Edu-

cation Research; Mrs. Lorene Marshall, Consultant in Elementary Education, Bureau of Elementary Education; Ernest Willenberg, Chief, Bureau of Special Education; and Robert L. Woodward, Consultant in Industrial Arts Education, Bureau of Industrial Education. Donald E. Kitch, Chief of Supplemental Education Services, will serve as Chairman of the Advisory Committee. Ruth Martinson, Associate Professor of Education at Long Beach State College, has been granted a leave of absence to serve as Education Research Project Co-ordinator (gifted children).

The first meetings of the advisory committee were held December 6-7, 1957, in San Francisco. At that time the committee members considered the following initial problems involved in the project: Location of special project centers; identification procedures; types of programs to be studied; general research design; and evaluation procedures.

Project centers have been planned in three county areas, representing a geographical distribution, and both rural and urban populations. These centers, involving a number of school districts, have been located in Stanislaus, Los Angeles, and San Diego Counties.¹ Studies of educational programs will be conducted at both the elementary and secondary levels within the three centers.

Through these studies the State Department of Education hopes to determine the educational needs of a selected group of gifted students; to determine what features in educational programs hold the greatest promise for meeting the identified needs, and to assess the value of these programs in relation to student learnings and adjustment, and in relation to practicality and adaptability within the total school system. Attention will be given to such factors as learnings, motivation, interpersonal attitudes and relationships, teacher and parent attitudes, and the effects of such programs within the total school situation.

In each center a research consultant and teacher consultant will direct activities. During the spring of 1958, the research consultants will carry on identification of student groups and will complete preliminary studies of them. Teacher consultants will be employed for the fiscal year of 1958-59, to work with educational planning and procedures. During the summer of 1958, through the auspices of San Francisco State College, the University of California, Los Angeles, and San Diego State College, invitational workshops will be held for teachers and other participants.

The try-out program will be carried on during the school year of 1958-59. The following year will be devoted to evaluating the program and to the writing of a handbook for school use, as well as to the listing of recommendations for the Legislature.

¹In Los Angeles County, project centers are the Hawthorne Elementary School District, the Manhattan Beach City Elementary School District, and the Montebello Unified School District; in San Diego County, they are the San Diego City Unified School District, the La Mesa-Spring Valley Elementary School District, the Chula Vista City Elementary School District, and the Grossmont Union High School District.

ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS, OCTOBER 31, 1957

Prepared in the BUREAU OF EDUCATION RESEARCH by
Henry W. Magnuson, Chief, and Peter J. Tashnovian, Consultant

This semiannual compilation of data on active enrollment in the public schools of California as of October 31, 1957, has been prepared from reports of officials of the school districts.

In Table 1 totals are shown for the state, by sex, for each grade and special classification; in Tables 2 and 4, a comparison is made with similar data for October 31, 1956; and in Tables 3 and 5, the figures on enrollment are presented according to grade level, by sex and by county. In Table 6 the enrollment of pupils on half-day sessions is shown by grade and by county.

Enrollment in regular grades only, from kindergarten through grade fourteen, as shown in Tables 2 and 4, increased 200,698, or 7.4 per cent over the enrollment reported a year earlier. Comparable figures for October 31, 1956, showed an increase of 195,868, or 7.8 per cent over those reported on October 31, 1955.

Total enrollment in all regular grades and all special classes was 3,374,879, an increase of 243,347, or 7.8 per cent over the total for October 31, 1956. This increase may be compared to that of 226,751, or 7.8 per cent, on October 31, 1956, over the figures reported on October 31, 1955.

This year's total increase in enrollment for all the grades and special classes shown in Table 2 continued its sharp upward swing. Migration into California may still be considered a factor contributing to this increase. Also, the previous heavy elementary school enrollment is now reflected in the high school enrollment. The trend to larger junior college enrollment continued, substantial increases in the number of students in both grades thirteen and fourteen again being reported.

The increase in graded enrollment in kindergarten and elementary grades between October 31, 1956, and October 31, 1957, was 6.1 per cent as compared with an increase of 6.8 per cent during the previous year. Enrollment in grades nine through twelve again had a larger rate of increase this year, 10.8 per cent more than that of October 31, 1956, which was 10.1 per cent. Graded enrollment in junior college increased 14.7 per cent between 1956 and 1957, as compared with the increase of 15.2 per cent reported in October 31, 1956.

Junior college enrollment is reported as full-time or part-time. Students enrolled in programs yielding 12 or more credit hours are considered full-time students.

Enrollment in grades seven, eight, and nine in junior high schools is reported separately from that in elementary schools and four-year high schools, in order that the total enrollment in junior high schools may be readily computed.

Table 6 contains data regarding the enrollment of pupils on half-day sessions by grade and county. As of October 31, 1957, there were 148,897 elementary and 14,493 high school pupils, or a total of 163,390 pupils on half-day sessions. This is a decrease of 17,099 pupils on half-day sessions from that of the previous year.

TABLE 1
SUMMARY OF ACTIVE ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS
OCTOBER 31, 1957

Grade or class	Male	Female	Totals
GRADED ENROLLMENT			
Kindergarten.....	137,685	132,406	270,091
Grade one.....	142,600	132,370	274,970
Grade two.....	132,043	124,790	256,833
Grade three.....	130,242	124,541	254,783
Grade four.....	126,040	121,135	247,175
Grade five.....	119,093	113,065	232,158
Grade six.....	112,073	110,256	222,329
Grade seven in elementary schools.....	46,616	43,636	90,252
Grade seven in junior high schools.....	52,682	50,416	103,098
Grade eight in elementary schools.....	46,077	43,848	89,923
Grade eight in junior high schools.....	52,595	50,569	103,164
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>1,097,748</i>	<i>1,047,080</i>	<i>2,144,778</i>
Grade nine in junior high schools.....	47,579	45,848	93,427
Grade nine in four-year high schools.....	52,282	49,222	101,504
Grade ten.....	92,720	89,224	181,944
Grade eleven.....	73,478	70,272	143,750
Grade twelve.....	57,573	56,334	113,907
<i>Total enrollment, grades nine through twelve.....</i>	<i>323,632</i>	<i>310,900</i>	<i>634,532</i>
Grade thirteen			
Full-time.....	35,043	17,394	52,437
Part-time.....	18,468	11,013	29,481
Grade fourteen			
Full-time.....	19,903	7,012	26,915
Part-time.....	7,309	3,477	10,786
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>80,723</i>	<i>38,896</i>	<i>119,619</i>
<i>Total enrollment, kindergarten and grades one through fourteen.....</i>	<i>1,508,101</i>	<i>1,396,826</i>	<i>2,895,927</i>
ENROLLMENT IN SPECIAL CLASSES AND IN CLASSES FOR ADULTS			
Ungraded pupils in elementary schools.....	618	257	875
Postgraduate pupils in elementary schools.....	1		1
Pupils in special day and evening classes in elementary schools.....	47	10	57
Special classes for physically handicapped minors:			
Elementary schools.....	3,597	2,639	6,236
Grades seven and eight in junior high schools.....	303	264	567
High school level.....	709	858	1,567
Junior college level.....	3		3
Special classes for mentally retarded minors:			
Elementary schools.....	11,835	7,767	19,602
Grades seven and eight in junior high schools.....	2,000	1,454	3,454
High school level.....	3,214	2,130	5,344
Pupils in compulsory continuation classes.....	3,080	1,583	4,643
Special pupils:			
High school level.....	2,185	910	3,095
Junior college level			
Full-time.....	1,028	533	1,561
Part-time.....	6,413	5,101	11,514
Classes for adults:			
High school level.....	90,446	182,802	282,248
Junior college level.....	76,662	58,523	135,185
<i>Summary of enrollment in special classes and in classes for adults:</i>			
Elementary school level.....	18,401	12,391	30,792
High school level.....	108,614	188,883	296,897
Junior college level.....	84,106	64,157	148,863
<i>Total enrollment in special classes and in classes for adults.....</i>	<i>811,181</i>	<i>864,831</i>	<i>1,675,952</i>
GRAND TOTAL, GRADED ENROLLMENT AND ENROLLMENT IN SPECIAL CLASSES.....			
Enrollment on half-day sessions:			
Grades one through eight.....			148,897
Grades nine through twelve.....			14,493

TABLE 2

COMPARISON OF GRADED AND SPECIAL CLASS ENROLLMENTS FOR OCTOBER 31, 1956 AND OCTOBER 31, 1957

Grade or class	October 31, 1956	October 31, 1957	Increase or decrease between October 1956 and October 1957	
			Number	Per cent
Kindergarten.....	251,295	270,091	18,796	7.5
Grade one.....	260,491	274,970	14,479	5.6
Grade two.....	252,198	256,833	4,635	1.8
Grade three.....	244,429	254,783	10,354	4.2
Grade four.....	227,914	247,175	19,261	8.5
Grade five.....	219,541	232,158	12,617	5.7
Grade six.....	186,585	222,329	35,744	19.2
Grade seven.....	190,166	193,350	3,184	1.7
Grade eight.....	188,467	193,087	4,620	2.5
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>2,021,086</i>	<i>2,144,776</i>	<i>123,690</i>	<i>6.1</i>
Grade nine.....	181,644	194,931	13,287	7.3
Grade ten.....	156,221	181,944	25,723	16.5
Grade eleven.....	129,126	143,750	14,624	11.3
Grade twelve.....	105,830	113,807	8,077	7.6
<i>Total enrollment, grades nine through twelve.....</i>	<i>572,821</i>	<i>634,532</i>	<i>61,711</i>	<i>10.8</i>
Grade thirteen.....	(70,736)	(81,918)	(11,182)	15.8
Full-time.....	47,199	52,437	5,238	11.1
Part-time.....	23,537	29,481	5,944	25.3
Grade fourteen.....	(33,586)	(37,701)	(4,115)	12.3
Full-time.....	24,772	26,915	2,143	8.7
Part-time.....	8,814	10,786	1,972	22.4
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>104,322</i>	<i>119,619</i>	<i>15,297</i>	<i>14.7</i>
<i>Total enrollment, kindergarten through fourteen.....</i>	<i>2,698,229</i>	<i>2,898,927</i>	<i>200,698</i>	<i>7.4</i>
Special enrollment classifications in elementary schools:				
Ungraded pupils in elementary schools.....	925	875	-50	-5.4
Postgraduate pupils in elementary schools.....	10	1	-9	
Pupils in special day and evening classes in elementary schools.....	31	57	26	83.9
<i>Total, special enrollment classifications in elementary schools.....</i>	<i>966</i>	<i>933</i>	<i>-33</i>	<i>-3.4</i>
Special classes for physically handicapped minors:				
Elementary schools.....	6,127	6,236	109	1.8
Grades seven and eight in junior high schools.....	401	567	166	41.4
High school level.....	1,217	1,567	350	28.8
Junior college level.....	3	3	3	
<i>Total, special classes for physically handicapped minors.....</i>	<i>7,745</i>	<i>8,373</i>	<i>628</i>	<i>8.1</i>
Special classes for mentally retarded minors:				
Elementary schools.....	17,269	19,602	2,333	13.5
Grades seven and eight in junior high schools.....	2,946	3,454	508	17.2
High school level.....	4,141	5,344	1,203	29.1
<i>Total, special classes for mentally retarded minors.....</i>	<i>24,356</i>	<i>28,400</i>	<i>4,044</i>	<i>16.6</i>
P pupils in compulsory continuation classes.....	4,950	4,643	-307	-6.2
Special pupils:				
High school level.....	2,615	3,095	480	18.4
Junior college level.....	(10,601)	(13,075)	(2,474)	23.3
Full-time.....	2,111	1,561	-550	-26.1
Part-time.....	8,490	11,514	3,024	35.6
<i>Total, special pupils in regular classes.....</i>	<i>15,216</i>	<i>16,170</i>	<i>954</i>	<i>22.4</i>
Classes for adults:				
High school level.....	256,284	282,248	25,964	10.1
Junior college level.....	125,786	135,185	9,399	7.5
<i>Total, classes for adults.....</i>	<i>382,070</i>	<i>417,433</i>	<i>35,363</i>	<i>9.3</i>
TOTALS, all grades and classes.....	3,131,532	3,374,879	243,347	7.8

TABLE 3
GRADED ENROLLMENT, BY COUNTIES

County	Kindergarten			Grade one			Grade two		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda	8,418	7,972	16,390	8,271	7,514	15,785	7,573	7,156	14,729
Alpine				8	4	12	4	2	6
Amador	66	77	143	85	69	154	101	76	177
Butte	627	588	1,215	779	718	1,497	794	681	1,475
Calaveras	55	53	108	103	78	181	103	79	182
Colusa	107	120	227	111	119	230	132	94	226
Contra Costa	4,736	4,636	9,372	4,867	4,380	9,247	4,447	4,289	8,716
Del Norte	113	127	240	194	157	351	196	187	383
El Dorado	133	160	293	228	215	443	224	185	409
Fresno	3,664	3,352	7,016	4,628	4,280	8,908	4,066	3,916	7,982
Glen	131	107	238	217	194	411	207	190	397
Humboldt	1,024	931	1,955	1,179	1,042	2,221	1,154	1,059	2,213
Imperial	754	633	1,387	945	877	1,822	771	723	1,494
Inyo	112	114	226	135	121	256	127	111	238
Kern	3,043	2,914	5,957	3,540	3,213	6,753	3,276	3,013	6,289
Kings	425	377	802	713	609	1,322	591	588	1,179
Lake	72	88	160	127	99	226	127	90	217
Lassen	124	132	256	164	172	336	155	152	307
Los Angeles	52,375	50,471	102,846	50,859	48,099	98,958	47,320	45,126	92,446
Madera	358	374	732	508	457	965	453	475	928
Marin	1,308	1,248	2,556	1,309	1,202	2,511	1,171	1,125	2,296
Mariposa	16	18	34	46	47	93	30	39	69
Mendocino	406	350	756	617	555	1,172	538	522	1,058
Mered	887	873	1,760	1,090	992	2,082	966	940	1,906
Modoc	58	57	115	99	119	218	124	104	228
Mono				14	18	32	22	18	40
Monterey	1,630	1,620	3,250	1,812	1,793	3,605	1,670	1,601	3,271
Napa	484	435	919	576	436	1,012	504	494	998
Nevada	91	93	184	142	130	272	145	144	289
Orange	6,528	6,297	12,825	6,289	5,814	12,103	5,728	5,509	11,237
Placer	449	411	860	533	498	1,031	514	446	960
Plumas	100	106	206	131	151	284	134	107	241
Riverside	2,468	2,377	4,845	2,728	2,541	5,269	2,605	2,404	5,009
Sacramento	4,761	4,502	9,263	4,624	4,389	9,013	4,493	4,271	8,764
San Benito	104	103	207	163	149	312	148	123	271
San Bernardino	4,643	4,684	9,327	5,198	4,916	10,114	4,603	4,360	8,963
San Diego	8,496	8,316	16,812	8,496	7,677	16,173	7,907	7,494	15,401
San Francisco	4,342	4,378	8,720	4,061	3,828	7,889	3,980	3,733	7,713
San Joaquin	2,183	2,056	4,239	2,713	2,518	5,231	2,414	2,266	4,680
San Luis Obispo	625	525	1,150	653	570	1,223	610	582	1,192
San Mateo	4,548	4,588	9,136	4,377	3,957	8,334	4,036	3,735	7,771
Santa Barbara	1,092	1,068	2,160	1,226	1,125	2,351	1,103	1,023	2,126
Santa Clara	6,250	5,808	12,058	6,173	5,670	11,843	5,776	5,235	11,011
Santa Cruz	690	605	1,295	744	645	1,389	660	632	1,292
Shasta	525	470	995	656	538	1,194	610	568	1,178
Sierra	22	17	39	22	30	52	28	20	48
Siskiyou	289	271	560	397	378	775	374	357	731
Solano	1,264	1,208	2,472	1,259	1,176	2,435	1,262	1,144	2,406
Sonoma	1,101	1,071	2,172	1,346	1,274	2,620	1,264	1,249	2,513
Stanislaus	1,400	1,372	2,772	1,848	1,555	3,433	1,594	1,469	3,063
Sutter	270	224	494	341	320	661	320	333	653
Tehama	190	193	383	250	263	513	239	211	450
Trinity	64	67	131	113	110	223	110	82	192
Tulare	1,438	1,410	2,848	2,008	1,788	3,794	1,822	1,677	3,499
Tuolumne	101	82	183	150	118	268	163	128	291
Ventura	1,715	1,552	3,267	1,788	1,719	3,507	1,632	1,612	3,244
Yolo	584	514	1,098	676	638	1,314	609	599	1,208
Yuba	226	211	437	269	278	547	316	262	578
Totals	137,685	132,406	270,091	142,600	132,370	274,970	132,043	124,790	256,833

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade three			Grade four			Grade five		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....	7,678	7,276	14,954	7,448	7,028	14,476	6,594	6,461	13,055
Alpine.....	3	6	9	4	4	8	7	1	8
Amador.....	83	87	170	74	81	155	81	86	167
Butte.....	733	697	1,430	742	727	1,469	685	678	1,363
Calaveras.....	91	112	203	89	83	172	94	88	182
Colusa.....	121	105	226	121	100	221	130	118	248
Contra Costa.....	4,592	4,269	8,861	4,418	4,296	8,714	4,096	3,862	7,958
Del Norte.....	189	178	367	195	162	357	168	158	326
El Dorado.....	241	219	460	237	202	439	201	205	406
Fresno.....	4,002	3,874	7,876	3,873	3,677	7,550	3,626	3,384	7,010
Glenn.....	202	177	379	213	177	390	182	171	353
Humboldt.....	1,143	1,041	2,184	1,059	1,010	2,069	1,037	938	1,975
Imperial.....	682	752	1,434	718	751	1,469	625	675	1,300
Inyo.....	124	143	267	135	137	272	124	122	246
Kern.....	3,195	2,909	6,104	3,078	2,968	6,046	2,925	2,760	5,685
Kings.....	644	573	1,217	586	514	1,100	540	502	1,042
Lake.....	112	95	207	114	106	220	134	105	239
Lassen.....	176	158	334	170	145	315	151	142	293
Los Angeles.....	46,668	45,068	91,736	44,726	44,020	88,746	42,292	40,382	82,674
Madera.....	460	419	879	464	435	899	467	398	865
Marin.....	1,190	1,109	2,299	1,192	1,109	2,301	1,114	1,002	2,116
Mariposa.....	30	36	66	38	43	81	34	33	67
Mendocino.....	587	501	1,088	537	515	1,052	562	536	1,098
Merced.....	1,001	945	1,948	938	838	1,774	890	806	1,696
Modoc.....	98	109	207	90	105	195	99	107	206
Mono.....	18	25	43	15	15	30	25	19	44
Monterey.....	1,677	1,453	3,130	1,623	1,496	3,119	1,511	1,395	2,906
Napa.....	479	458	937	489	491	980	481	455	936
Nevada.....	172	138	310	163	125	288	165	162	327
Orange.....	5,572	5,495	11,067	5,606	5,302	10,998	5,279	5,033	10,312
Placer.....	513	497	1,010	501	504	1,005	440	423	863
Plumas.....	125	124	249	118	128	246	131	123	254
Riverside.....	2,434	2,478	4,912	2,477	2,326	4,803	2,351	2,205	4,556
Sacramento.....	4,340	4,231	8,571	4,349	4,067	8,416	4,038	3,843	7,881
San Benito.....	139	129	268	133	115	248	130	129	259
San Bernardino.....	4,620	4,365	8,985	4,436	4,215	8,651	4,212	4,003	8,215
San Diego.....	7,706	7,466	15,172	7,538	7,176	14,714	7,353	7,015	14,388
San Francisco.....	4,044	3,706	7,750	3,688	3,586	7,274	3,263	3,044	6,307
San Joaquin.....	2,397	2,259	4,656	2,311	2,224	4,535	2,221	2,133	4,354
San Luis Obispo.....	603	586	1,189	587	546	1,133	567	522	1,089
San Mateo.....	4,090	3,729	7,819	3,787	3,677	7,464	3,678	3,410	7,088
Santa Barbara.....	1,027	1,010	2,037	1,036	995	2,031	958	918	1,876
Santa Clara.....	5,516	5,297	10,813	5,190	4,945	10,135	5,016	4,682	9,698
Santa Cruz.....	651	581	1,232	625	599	1,224	640	582	1,222
Shasta.....	647	600	1,247	623	527	1,150	579	574	1,153
Sierra.....	20	23	43	29	21	50	15	22	37
Siskiyou.....	364	322	686	361	323	684	358	322	680
Solano.....	1,235	1,099	2,334	1,228	1,145	2,373	1,192	1,114	2,306
Sonoma.....	1,261	1,211	2,472	1,303	1,166	2,469	1,204	1,207	2,411
Stanislaus.....	1,518	1,532	3,050	1,564	1,438	3,002	1,529	1,452	2,981
Sutter.....	304	314	618	311	305	616	304	322	626
Tehama.....	246	217	463	244	203	447	228	211	439
Trinity.....	90	85	175	83	92	175	95	86	181
Tulare.....	1,790	1,648	3,438	1,771	1,699	3,470	1,744	1,572	3,316
Tuolumne.....	124	136	260	145	144	289	139	127	266
Ventura.....	1,583	1,624	3,207	1,546	1,499	3,045	1,544	1,426	2,970
Yolo.....	591	568	1,159	619	532	1,151	590	532	1,122
Yuba.....	291	277	568	284	276	560	255	282	537
Totals.....	130,242	124,541	254,783	126,040	121,135	247,175	119,093	113,065	232,158

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade six			Grade seven in elementary schools			Grade seven in junior high schools		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....	6,693	6,525	13,218	2,865	2,660	5,525	2,532	2,432	4,964
Alpine.....	1	2	3	5	1	6			
Amador.....	86	70	156	81	66	147			
Bute.....	728	693	1,421	318	331	649	313	304	617
Calaveras.....	86	92	178	86	69	155			
Colusa.....	129	98	227	110	77	187			
Contra Costa.....	4,138	4,133	8,271	912	841	1,753	2,564	2,351	4,915
Del Norte.....	141	139	280	136	112	248			
El Dorado.....	183	183	366	183	171	354			
Fresno.....	3,388	3,283	6,671	1,563	1,399	2,962	1,473	1,403	2,876
Glen.....	168	170	338	170	150	320			
Humboldt.....	873	804	1,677	477	485	962	293	266	559
Imperial.....	611	573	1,184	630	566	1,196			
Inyo.....	131	99	230	101	81	182			
Kern.....	2,768	2,734	5,502	2,466	2,248	4,714	76	80	156
Kings.....	505	446	951	461	477	938			
Lake.....	96	116	212	111	86	197			
Lassen.....	166	131	297	118	102	220	23	10	33
Los Angeles.....	39,581	39,413	78,994	10,558	9,848	20,406	25,626	24,789	50,415
Madera.....	438	405	843	444	422	866			
Marin.....	1,073	1,051	2,124	872	847	1,719			
Mariposa.....	35	47	82	48	37	85			
Mendocino.....	421	458	879	226	238	462	210	178	388
Merced.....	789	748	1,537	633	620	1,253	120	134	254
Modoc.....	97	95	192	81	76	157			
Mono.....	19	7	26	17	8	25			
Monterey.....	1,253	1,315	2,568	803	757	1,560	342	334	676
Napa.....	459	490	949	35	32	67	404	406	810
Nevada.....	146	137	283	39	30	69	106	107	213
Orange.....	4,870	4,817	9,687	2,390	2,289	4,679	1,710	1,624	3,334
Placer.....	485	414	899	413	363	776	43	36	79
Plumas.....	132	116	248		1	1	134	97	231
Riverside.....	2,179	2,112	4,291	593	526	1,119	1,314	1,239	2,553
Sacramento.....	3,721	3,708	7,429	1,397	1,343	2,740	1,631	1,600	3,231
San Benito.....	117	113	230	118	105	223			
San Bernardino.....	4,035	3,888	7,923	1,419	1,349	2,768	2,165	1,966	4,131
San Diego.....	6,703	6,691	13,484	1,815	1,766	3,581	3,968	3,770	7,738
San Francisco.....	3,273	3,046	6,319	56	67	123	2,794	2,521	5,315
San Joaquin.....	2,086	2,149	4,235	947	909	1,856	939	874	1,813
San Luis Obispo.....	533	513	1,046	369	313	682	125	128	253
San Mateo.....	3,445	3,417	6,862	2,889	2,693	5,582			
Santa Barbara.....	923	931	1,854	312	271	583	491	534	1,025
Santa Clara.....	4,680	4,669	9,349	2,741	2,603	5,344	1,222	1,229	2,451
Santa Cruz.....	586	597	1,183	307	284	591	218	228	446
Shasta.....	533	519	1,052	465	419	884			
Sierra.....	21	25	46	15	15	30			
Siskiyou.....	287	258	545	288	248	536	11	13	24
Solano.....	1,143	1,115	2,258	407	402	800	494	511	1,005
Sonoma.....	1,128	1,101	2,229	363	322	685	661	655	1,316
Stanislaus.....	1,351	1,313	2,664	1,328	1,269	2,997			
Sutter.....	278	254	532	237	274	511			
Tehama.....	235	186	421	208	179	387			
Trinity.....	87	66	153	92	66	158			
Tulare.....	1,545	1,519	3,064	1,451	1,349	2,800	82	72	154
Tuolumne.....	129	115	244	118	113	229			
Ventura.....	1,511	1,375	2,886	704	651	1,355	537	473	1,010
Yolo.....	530	559	1,089	380	385	765	61	52	113
Yuba.....	235	213	448	247	227	474			
Totals.....	112,073	110,256	222,329	46,616	43,636	90,252	52,682	50,416	103,098

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade eight in elementary schools			Grade eight in junior high schools			Totals, kindergarten through grade eight		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda	2,757	2,652	5,409	2,708	2,615	5,323	63,537	60,291	123,828
Alpine	5	5	5				37	20	57
Amador	74	66	140				731	678	1,409
Butte	345	326	671	365	324	689	6,429	6,067	12,496
Calaveras	99	80	179				806	734	1,540
Colusa	109	85	194				1,070	916	1,986
Contra Costa	800	777	1,577	2,530	2,494	5,024	38,100	36,308	74,408
Del Norte	139	122	261				1,471	1,342	2,813
El Dorado	166	177	343				1,799	1,717	3,513
Fresno	1,516	1,504	3,020	1,464	1,377	2,841	33,263	31,449	64,712
Glenn	169	139	308				1,659	1,475	3,134
Humboldt	518	476	994	299	285	584	9,056	8,337	17,393
Imperial	551	550	1,101				6,287	6,100	12,387
Inyo	103	92	195				1,092	1,020	2,112
Kern	2,460	2,362	4,822	85	83	168	26,912	25,284	52,196
Kings	486	471	957				4,951	4,557	9,508
Lake	105	98	203				998	883	1,881
Lassen	109	103	212	14	18	32	1,370	1,265	2,635
Los Angeles	10,468	9,905	20,373	25,378	24,805	50,183	395,851	381,926	777,777
Madera	437	387	824				4,029	3,772	7,801
Marin	850	801	1,651				10,079	9,494	19,573
Mariposa	42	36	78				319	336	655
Mendocino	249	213	462	227	204	431	4,588	4,268	8,856
Merced	684	621	1,305	119	145	264	8,115	7,662	15,777
Modoc	88	77	165				834	849	1,683
Mono	15	13	28				145	123	268
Monterey	845	725	1,570	367	350	717	13,533	12,839	26,372
Napa	29	17	46	404	370	774	4,344	4,084	8,428
Nevada	30	27	57	103	110	213	1,302	1,203	2,505
Orange	2,282	2,278	4,560	1,683	1,650	3,333	47,937	46,108	94,045
Placer	376	396	772	35	37	72	4,302	4,025	8,327
Plumas				110	128	238	1,117	1,081	2,198
Riverside	616	609	1,225	1,336	1,281	2,617	21,101	20,998	41,199
Sacramento	1,457	1,334	2,791	1,749	1,700	3,449	36,560	34,988	71,548
San Benito	103	115	218				1,155	1,081	2,236
San Bernardino	1,480	1,335	2,815	2,112	1,989	4,101	38,923	37,070	75,993
San Diego	1,822	1,740	3,562	3,796	3,428	7,224	65,690	62,539	128,229
San Francisco	68	71	139	2,678	2,518	5,196	32,247	30,498	62,745
San Joaquin	954	923	1,877	1,008	861	1,869	20,173	19,172	39,345
San Luis Obispo	340	351	691	140	111	251	5,152	4,747	9,899
San Mateo	2,634	2,466	5,100				33,484	31,672	65,156
Santa Barbara	271	287	558	560	528	1,088	8,999	8,690	17,689
Santa Clara	2,719	2,577	5,296	1,257	1,187	2,444	46,540	43,902	90,442
Santa Cruz	269	319	588	223	196	419	5,613	5,268	10,881
Shasta	501	452	953				5,139	4,667	9,806
Sierra	28	20	48				200	193	393
Siskiyou	265	249	514	17	12	29	3,011	2,753	5,764
Solano	405	412	817	485	456	941	10,374	9,782	20,156
Sonoma	352	377	729	713	663	1,376	10,696	10,296	20,992
Stanislaus	1,375	1,331	2,706				13,507	12,761	26,268
Sutter	273	266	539				2,638	2,612	5,250
Tehama	214	208	422				2,054	1,871	3,925
Trinity	64	67	131				798	721	1,519
Tulare	1,502	1,433	2,935	63	70	133	15,216	14,235	29,451
Tuolumne	138	102	240				1,205	1,065	2,270
Ventura	707	667	1,374	505	528	1,033	13,772	13,126	26,898
Yolo	388	329	717	62	46	108	5,090	4,754	9,844
Yuba	226	230	456				2,349	2,256	4,605
Totals	46,077	43,846	89,923	52,595	50,569	103,164	1,097,746	1,047,030	2,144,779

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade nine in junior high school			Grade nine in four-year high school			Grade ten		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....	2,230	2,083	4,313	3,162	3,095	6,257	5,048	5,088	10,136
Alpine.....				71	64	135	82	65	147
Amador.....				366	357	723	692	662	1,354
Butte.....	336	308	644	83	81	164	65	72	137
Calaveras.....									
Colusa.....				132	97	229	130	112	242
Contra Costa.....	1,596	1,508	3,104	1,692	1,665	3,357	3,131	2,880	6,011
Del Norte.....				154	139	293	127	118	245
El Dorado.....				174	183	357	199	152	351
Fresno.....	1,203	1,157	2,360	1,774	1,578	3,352	2,668	2,399	5,067
Glenn.....									
Humboldt.....	284	300	584	519	477	996	821	719	1,540
Imperial.....				557	523	1,080	484	447	931
Inyo.....				93	94	187	100	96	196
Kern.....				2,459	2,454	4,913	2,338	2,237	4,575
Kings.....				477	432	909	436	423	859
Lake.....				112	87	199	113	97	210
Lassen.....				123	105	228	132	120	252
Los Angeles.....	24,949	24,089	49,038	12,140	11,381	23,521	35,325	34,286	69,611
Madera.....				372	339	711	308	309	617
Marin.....				796	735	1,531	700	667	1,367
Mariposa.....				35	36	71	43	27	70
Mendocino.....	98	79	177	400	314	714	428	363	789
Merced.....				830	836	1,666	686	608	1,294
Modoc.....				74	65	139	59	58	117
Mono.....				11	6	17	10	10	20
Monterey.....	455	413	868	646	624	1,270	934	957	1,891
Napa.....	379	369	748	73	53	126	394	359	753
Nevada.....	165	144	309				168	140	308
Orange.....	1,326	1,238	2,564	2,738	2,575	5,313	3,400	3,495	6,895
Placer.....				457	425	882	402	414	816
Plumas.....	109	109	218				109	108	217
Riverside.....	286	271	557	1,707	1,660	3,376	1,819	1,774	3,593
Sacramento.....	1,820	1,826	3,646	1,273	1,197	2,470	2,543	2,508	5,051
San Benito.....				105	95	200	109	110	219
San Bernardino.....	1,987	1,795	3,782	1,717	1,586	3,303	3,328	3,189	6,517
San Diego.....	3,289	3,375	6,664	2,219	1,962	4,181	5,111	4,821	9,932
San Francisco.....	2,727	2,589	5,516	262	161	423	3,258	2,945	6,203
San Joaquin.....	978	996	1,974	843	826	1,669	1,667	1,601	3,268
San Luis Obispo.....	162	164	326	347	333	680	441	448	889
San Mateo.....				2,634	2,630	5,264	2,498	2,433	4,931
Santa Barbara.....	422	430	852	475	376	851	862	747	1,609
Santa Clara.....	1,248	1,145	2,393	2,664	2,530	5,194	3,370	3,368	6,738
Santa Cruz.....				612	533	1,145	533	497	1,030
Shasta.....				524	511	1,035	519	485	1,004
Sierra.....				32	25	57	23	12	35
Siskiyou.....				302	294	598	318	252	570
Solano.....	425	406	831	416	381	797	767	730	1,497
Sonoma.....	760	706	1,466	353	314	667	1,006	967	1,973
Stanislaus.....				1,411	1,353	2,764	1,214	1,288	2,502
Sutter.....				288	291	579	268	227	495
Tehama.....				229	186	415	218	212	430
Trinity.....				73	57	130	62	57	119
Tulare.....				1,402	1,246	2,648	1,198	1,177	2,375
Tuolumne.....				130	98	228	119	121	240
Ventura.....	345	348	693	880	891	1,771	1,105	1,052	2,157
Yolo.....				463	436	899	431	387	818
Yuba.....				265	256	521	236	194	430
Totals.....	47,679	45,848	93,427	52,282	49,222	101,504	92,720	89,224	181,944

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade eleven			Grade twelve			Totals, grades nine through twelve		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....	4,478	4,318	8,796	3,233	3,340	6,573	18,151	17,924	36,075
Alpine.....	65	60	125	51	53	104	269	242	511
Amador.....	531	520	1,051	430	454	884	2,355	2,301	4,656
Calaveras.....	55	61	116	61	45	106	264	259	523
Colusa.....	109	102	211	70	59	129	441	370	811
Contra Costa.....	2,571	2,370	4,941	1,860	1,906	3,766	10,850	10,329	21,179
Del Norte.....	105	100	205	82	65	147	468	422	890
El Dorado.....	161	159	320	126	91	217	660	585	1,245
Fresno.....	1,980	1,960	3,940	1,687	1,590	3,277	9,312	8,684	17,996
Glenn.....	152	120	272	111	111	222	568	530	1,098
Humboldt.....	597	566	1,163	499	494	993	2,720	2,586	5,306
Imperial.....	402	400	802	341	336	677	1,784	1,706	3,490
Inyo.....	110	96	206	60	68	128	363	354	717
Kern.....	1,928	1,770	3,698	1,521	1,316	2,837	8,246	7,777	16,023
Kings.....	328	312	640	274	268	542	1,515	1,435	2,950
Lake.....	101	75	176	77	66	143	403	325	728
Lassen.....	115	84	199	101	95	196	471	404	875
Los Angeles.....	27,172	26,333	53,505	20,843	20,875	41,721	120,429	116,967	237,398
Madera.....	259	225	484	219	183	402	1,158	1,056	2,214
Marin.....	580	477	1,057	501	426	927	2,577	2,305	4,882
Mariposa.....	37	23	60	21	16	37	136	102	238
Mendocino.....	325	292	617	277	269	546	1,526	1,317	2,843
Merced.....	540	573	1,118	411	413	824	2,467	2,435	4,902
Modoc.....	66	44	110	55	33	88	254	200	454
Mono.....	8	3	11	5	4	9	34	23	57
Monterey.....	743	716	1,459	589	543	1,132	3,367	3,253	6,620
Napa.....	340	330	670	266	247	513	1,452	1,358	2,810
Nevada.....	143	112	255	120	101	221	594	497	1,091
Orange.....	2,711	2,578	5,289	1,970	1,937	3,907	12,145	11,823	23,968
Placer.....	390	301	691	312	265	577	1,561	1,405	2,966
Plumas.....	105	88	193	84	70	154	407	375	782
Riverside.....	1,433	1,419	2,852	1,092	1,092	2,184	6,337	6,225	12,562
Sacramento.....	2,258	2,141	4,399	1,973	2,014	3,987	9,867	9,686	19,553
San Benito.....	87	79	166	71	49	120	372	333	705
San Bernardino.....	2,632	2,400	5,032	1,966	2,040	4,006	11,630	11,010	22,640
San Diego.....	3,866	3,787	7,653	3,102	3,036	6,138	17,587	16,961	34,548
San Francisco.....	2,259	2,169	4,428	1,956	1,736	3,692	10,462	9,600	20,062
San Joaquin.....	1,342	1,273	2,615	1,087	1,108	2,195	5,917	5,804	11,721
San Luis Obispo.....	373	369	742	341	285	626	1,664	1,599	3,263
San Mateo.....	1,984	2,018	4,002	1,606	1,581	3,187	8,722	8,682	17,384
Santa Barbara.....	676	619	1,295	498	520	1,018	2,933	2,692	5,625
Santa Clara.....	2,759	2,633	5,392	2,121	2,073	4,194	12,162	11,749	23,911
Santa Cruz.....	435	416	851	332	360	692	1,912	1,806	3,718
Shasta.....	426	390	816	321	323	644	1,790	1,709	3,499
Sierra.....	22	21	43	12	14	26	89	72	161
Siskiyou.....	267	248	515	226	195	421	1,113	989	2,102
Solano.....	643	596	1,239	521	525	1,046	2,772	2,638	5,410
Sonoma.....	765	727	1,492	643	626	1,269	3,527	3,340	6,867
Stanislaus.....	1,027	970	1,997	921	794	1,715	4,573	4,405	8,978
Sutter.....	230	209	439	207	150	357	993	877	1,870
Tehama.....	173	155	328	151	139	290	771	692	1,463
Trinity.....	55	40	95	49	33	82	239	187	426
Tulare.....	994	949	1,943	889	742	1,631	4,483	4,114	8,597
Tuolumne.....	95	94	189	83	75	158	427	388	815
Ventura.....	957	840	1,797	720	675	1,395	4,007	3,806	7,813
Yolo.....	352	361	713	304	274	578	1,550	1,458	3,008
Yuba.....	161	166	327	124	133	257	786	749	1,535
Totals.....	73,478	70,272	143,750	57,573	56,334	113,907	323,632	310,900	634,532

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade thirteen						Grade fourteen					
	Full-time			Part-time			Full-time			Part-time		
	M	F	Totals	M	F	Totals	M	F	Totals	M	F	Totals
Alameda.....	1,309	628	1,937	317	149	466	436	200	636	115	51	166
Alpine.....												
Amador.....												
Butte.....												
Calaveras.....												
Colusa.....												
Contra Costa.....	884	478	1,362	541	337	878	339	144	483	152	66	218
Del Norte.....												
El Dorado.....												
Fresno.....	1,021	540	1,561	529	246	775	508	217	725	107	35	142
Glenn.....												
Humboldt.....												
Imperial.....	122	54	176	49	30	79	24	22	46	2	4	6
Inyo.....												
Kern.....	818	401	1,219	56	80	136	573	214	787	67	98	165
Kings.....												
Lake.....												
Lasen.....	88	32	120	4	3	7	61	15	76	2		2
Los Angeles.....	15,882	7,902	23,784	9,296	4,673	15,769	9,254	3,067	12,321	3,506	1,783	5,289
Madera.....												
Marin.....	322	159	481	12	16	28	170	64	234	12	31	43
Mariposa.....												
Mendocino.....												
Merced.....												
Modoc.....												
Mono.....												
Monterey.....	699	430	1,129	43	40	83	355	160	515	24	11	35
Napa.....	189	94	283				117	46	163			
Nevada.....												
Orange.....	1,654	837	2,491	392	240	632	1,094	358	1,452	217	96	313
Placer.....	240	129	369	11	24	35	144	50	194	2	7	9
Plumas.....												
Riverside.....	614	304	918	17	15	32	236	127	363	11	6	17
Sacramento.....	1,169	523	1,692	421	212	633	632	219	851	299	124	423
San Benito.....	21	15	36				7	6	13			
San Bernardino.....	1,239	631	1,870	2,839	1,236	4,075	794	374	1,168	1,243	594	1,837
San Diego.....	1,467	437	1,904	1,372	571	1,943	535	133	668	201	93	294
San Francisco.....	1,817	759	2,576	361	379	740	1,234	351	1,535	261	107	368
San Joaquin.....	492	388	880				338	167	505	53	44	97
San Luis Obispo.....	50	30	80	10	1	11	25	9	34	3	2	5
San Mateo.....	791	395	1,186	197	85	282	536	157	693	116	58	174
Santa Barbara.....	333	139	472	154	123	277	139	35	174	41	34	75
Santa Clara.....	830	283	1,113	439	86	525	538	129	687	194	32	226
Santa Cruz.....												
Shasta.....	301	202	503	34	17	51	132	47	179			
Sierra.....												
Siskiyou.....												
Solano.....	368	141	509	40	16	56	281	58	339	27	11	38
Sonoma.....	430	295	725				329	170	499			
Stanislaus.....	590	370	960	255	101	356	288	136	424	130	54	184
Sutter.....												
Tehama.....												
Trinity.....												
Tulare.....	524	382	906	17	10	27	305	194	499	9	3	12
Tuolumne.....												
Ventura.....	501	206	707	1,014	429	1,443	310	78	388	502	126	628
Yolo.....	278	210	488	48	94	142	149	65	214	13	7	20
Yuba.....												
Totals.....	35,043	17,394	52,437	18,468	11,013	29,481	19,903	7,012	26,915	7,309	3,477	10,786

TABLE 3—Concluded
GRADED ENROLLMENT, BY COUNTIES

County	Totals, grades thirteen and fourteen					
	Full-time			Part-time		
	Male	Female	Totals	Male	Female	Totals
Alameda.....	1,745	828	2,573	432	200	632
Alpine.....						
Amador.....						
Butte.....						
Calaveras.....						
Colusa.....						
Contra Costa.....	1,223	622	1,845	693	403	1,096
Del Norte.....						
El Dorado.....						
Fresno.....	1,529	757	2,286	636	281	917
Glenn.....						
Humboldt.....						
Imperial.....	146	76	222	51	34	85
Inyo.....						
Kern.....	1,391	615	2,006	123	178	301
Kings.....						
Lake.....						
Lassen.....	149	47	196	6	3	9
Los Angeles.....	25,136	10,969	36,105	12,802	8,256	21,058
Madera.....						
Marin.....	492	223	715	24	47	71
Mariposa.....						
Mendocino.....						
Merced.....						
Modoc.....						
Mono.....						
Monterey.....	1,054	590	1,644	67	51	118
Napa.....	306	140	446			
Nevada.....						
Orange.....	2,748	1,195	3,943	609	336	945
Placer.....	384	179	563	13	31	44
Plumas.....						
Riverside.....	850	431	1,281	28	21	49
Sacramento.....	1,801	742	2,543	720	336	1,056
San Benito.....	28	21	49			
San Bernardino.....	2,033	1,005	3,038	4,082	1,830	5,912
San Diego.....	2,002	570	2,572	1,573	664	2,237
San Francisco.....	3,051	1,110	4,161	622	486	1,108
San Joaquin.....	830	555	1,385	53	44	97
San Luis Obispo.....	75	39	114	13	3	16
San Mateo.....	1,327	552	1,879	313	143	456
Santa Barbara.....	472	174	646	195	157	352
Santa Clara.....	1,388	412	1,800	633	118	751
Santa Cruz.....						
Shasta.....	433	249	682	34	17	51
Sierra.....						
Siskiyou.....						
Solano.....	649	199	848	67	27	94
Sonoma.....	759	465	1,224			
Stanislaus.....	878	506	1,384	385	155	540
Sutter.....						
Tehama.....						
Trinity.....						
Tulare.....	829	576	1,405	26	13	39
Tuolumne.....						
Ventura.....	811	284	1,095	1,516	555	2,071
Yolo.....	427	275	702	61	101	162
Totals.....	54,946	24,406	79,352	25,777	14,490	40,267

TABLE 4
**TOTAL GRADED ENROLLMENT, BY COUNTIES, WITH PER CENTS OF
INCREASE OR DECREASE SINCE OCTOBER 31, 1956**

County	Total enrollment, kindergarten and grades one through fourteen, October 31, 1957			Increase or decrease between October 31, 1956 and October 31, 1957	
	Male	Female	Totals	Number	Per cent
Alameda.....	83,865	79,243	163,108	8,757	5.7
Alpine.....	37	20	57	1	1.8
Amador.....	1,000	920	1,920	72	3.9
Butte.....	8,784	8,368	17,152	855	5.2
Calaveras.....	1,070	993	2,063	22	1.1
Colusa.....	1,511	1,286	2,797	26	.9
Contra Costa.....	50,866	47,662	98,528	5,944	6.4
Del Norte.....	1,939	1,764	3,703	-22	-6
El Dorado.....	2,456	2,302	4,758	524	12.4
Fresno.....	44,740	41,171	85,911	4,837	6.0
Glenn.....	2,227	2,005	4,232	44	1.1
Humboldt.....	11,776	10,923	22,699	259	1.2
Imperial.....	8,268	7,916	16,184	191	1.2
Inyo.....	1,455	1,374	2,829	-58	-2.0
Kern.....	36,672	33,854	70,526	3,426	5.1
Kings.....	6,466	5,992	12,458	609	5.1
Lake.....	1,401	1,208	2,609	209	8.7
Lassen.....	1,906	1,719	3,715	49	1.3
Los Angeles.....	554,218	518,118	1,072,336	72,413	7.2
Madera.....	5,187	4,828	10,015	204	2.1
Marin.....	13,172	12,069	25,241	1,907	8.2
Marijuana.....	455	438	893	33	3.8
Mendocino.....	6,114	5,585	11,699	-114	-1.0
Merced.....	10,582	10,097	20,679	1,095	5.6
Modoc.....	1,088	1,049	2,137	67	3.2
Mono.....	179	148	325	-9	-2.7
Monterey.....	18,021	16,733	34,754	1,338	4.0
Napa.....	6,102	5,582	11,684	555	5.0
Nevada.....	1,896	1,700	3,596	-14	-4
Orange.....	63,439	59,462	122,901	19,452	18.8
Placer.....	6,260	5,640	11,900	835	7.5
Plumas.....	1,524	1,456	2,980	57	2.0
Riverside.....	28,316	26,775	55,091	5,475	11.0
Sacramento.....	48,948	45,752	94,700	6,966	7.9
San Benito.....	1,555	1,435	2,990	114	4.0
San Bernardino.....	56,668	50,915	107,583	9,678	9.9
San Diego.....	86,852	80,734	167,586	15,807	10.4
San Francisco.....	46,382	41,694	88,076	4,038	4.8
San Joaquin.....	26,973	25,575	52,548	2,177	4.3
San Luis Obispo.....	6,904	6,388	13,292	962	7.8
San Mateo.....	43,846	41,029	84,875	6,666	8.5
Santa Barbara.....	12,599	11,713	24,312	1,942	8.7
Santa Clara.....	60,723	56,181	116,904	12,465	11.9
Santa Cruz.....	7,525	7,074	14,599	784	5.7
Shasta.....	7,396	6,642	14,038	960	7.3
Sierra.....	289	265	554	-18	-3.1
Siskiyou.....	4,124	3,742	7,866	-50	-6
Solano.....	13,862	12,646	26,508	1,035	4.1
Sonoma.....	14,982	14,101	29,083	1,485	5.4
Stanislaus.....	19,343	17,827	37,170	874	2.4
Sutter.....	3,631	3,489	7,120	419	6.3
Tehama.....	2,825	2,563	5,388	235	4.6
Trinity.....	1,037	908	1,945	438	29.1
Tulare.....	20,554	18,938	39,492	918	2.4
Tuolumne.....	1,632	1,453	3,085	-436	-12.4
Ventura.....	20,106	17,771	37,877	3,473	10.1
Yolo.....	6,649	6,212	12,852	683	5.6
Yuba.....	3,623	3,381	7,004	44	.6
Totals.....	1,502,101	1,396,826	2,898,927	200,698	7.4

TABLE 5
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Ungraded pupils in elementary schools			Postgraduate pupils in elementary schools			Special day and evening classes in elementary schools		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....									
Alpine.....									
Amador.....									
Butte.....									
Calaveras.....									
Colusa.....									
Contra Costa.....									
Del Norte.....									
El Dorado.....									
Fresno.....									
Glenn.....									
Humboldt.....									
Imperial.....									
Inyo.....									
Kern.....									
Kings.....	9	9	18						
Lake.....									
Lassen.....									
Los Angeles.....	161	35	196						
Madera.....									
Marin.....	3	4	7						
Mariposa.....		1	1						
Mendocino.....							1		1
Merced.....									
Modoc.....									
Mono.....									
Monterey.....							15	4	19
Napa.....									
Nevada.....									
Orange.....									
Placer.....									
Plumas.....									
Riverside.....							17	4	21
Sacramento.....									
San Benito.....	8	11	19				6		6
San Bernardino.....									
San Diego.....	322	125	447						
San Francisco.....									
San Joaquin.....									
San Luis Obispo.....	10	10	20						
San Mateo.....	1	1	2						
Santa Barbara.....									
Santa Clara.....									
Santa Cruz.....	1		1						
Shasta.....							2		2
Sierra.....									
Siskiyou.....									
Solano.....		1	1						
Sonoma.....	84	45	129						
Stanislaus.....	1	1	2						
Sutter.....									
Tehama.....									
Trinity.....									
Tulare.....	11	2	13						
Tuolumne.....									
Ventura.....	7	11	18						
Yolo.....									
Yuba.....									
Totals.....	618	257	875	1		1	47	10	57

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for physically handicapped minors											
	Elementary schools			Grades seven and eight in junior high schools			High school level			Junior college level		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....	149	130	279	5	18	23	41	40	81	2		2
Alpine.....												
Amador.....												
Butte.....	17	10	27	1	3	4	1	2	3			3
Calaveras.....							1	3	4			
Colusa.....	1	2	3									
Contra Costa.....	63	51	114	6	4	10	8	5	13			
Del Norte.....	1		1									
El Dorado.....	2		2									
Fresno.....	69	45	114	8	11	19	8	18	26			
Glenn.....	1		1									
Humboldt.....	9	15	24	1			1	5	3			8
Imperial.....	24	23	47									
Inyo.....												
Kern.....	83	72	155				16	2	18			
Kings.....	9	10	19							1	1	
Lake.....												
Lassen.....	1	1	1							2	2	
Los Angeles.....	1,910	1,293	3,203	124	97	221	365	413	778			
Madera.....	5	3	8									
Marin.....	17	7	24				3	4	7			
Marietta.....												
Mendocino.....												
Mered.....	3	5	8				1					1
Modoc.....	1		1									
Mono.....												
Monterey.....	7	1	8	2	1	3	2	5	7			
Napa.....	3	5	8	4	4	8	1	2	3			
Nevada.....												
Orange.....	67	61	128	5	3	8	7	3	10			
Placer.....	10	12	22									
Plumas.....												
Riverside.....	32	32	64	1	1	2	4	3	7			
Sacramento.....	110	73	183	7	7	14	23	21	44			
San Benito.....	1		1							1	1	
San Bernardino.....	96	83	179	65	50	115	107	155	262			
San Diego.....	170	136	306	11	6	17	3	10	13			
San Francisco.....	312	226	538	49	41	90	45	98	143			
San Joaquin.....	44	47	91	4	3	7	6	12	18			
San Luis Obispo.....	15	6	21				2	2	4			
San Mateo.....	79	54	133				2	7	9			
Santa Barbara.....	21	7	28	4	7	11	1		1			1
Santa Clara.....	91	80	171				6	6	12			
Santa Cruz.....	18	21	39				1	4	5			
Shasta.....	7	5	12									
Sierra.....												
Siskiyou.....	1	1	2									
Solano.....	16	7	23									
Sonoma.....	24	23	47									
Stanislaus.....	37	23	60				12	5	17			
Sutter.....	1	1	2							2	2	
Tehama.....												
Trinity.....												
Tulare.....	44	35	79				28	11	39			
Tuolumne.....												
Ventura.....	22	29	51	1	1	2	6	13	19			
Yolo.....	3	1	4				1	1	2			
Yuba.....	2	3	5									
Totals.....	3,597	2,639	6,236	303	264	567	709	858	1,567	3		3

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for mentally retarded minors								
	Elementary schools			Grades seven and eight in junior high schools			High school level		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....	631	403	1,034	200	131	331	420	275	695
Alpine.....									
Amador.....	5	7	12						
Butte.....	30	26	56	10	9	19	27	14	41
Calaveras.....									
Colusa.....	21	8	29						
Contra Costa.....	213	130	343	19	19	38	51	20	71
Del Norte.....									
El Dorado.....	19	15	34						
Fresno.....	220	120	340	27	16	43	44	25	69
Glenn.....									
Humboldt.....	81	37	118	10	6	16	44	24	68
Imperial.....	5	10	15						
Inyo.....									
Kern.....	324	200	524				111	59	170
Kings.....	83	63	146				5	5	10
Lake.....									
Lassen.....									
Los Angeles.....	5,086	3,492	8,578	694	498	1,192	749	491	1,240
Madera.....	34	17	51				8	6	14
Marin.....	45	23	68				22	10	32
Mariposa.....									
Mendocino.....	11	10	21						
Merced.....	59	29	88				10	12	31
Modoc.....	8	2	10						
Mono.....									
Monterey.....	175	115	290	16	11	27	22	21	43
Napa.....	40	19	59	6	4	10	3	2	5
Nevada.....	12	8	20	6	4	10	4	1	5
Orange.....	416	264	680	78	42	120	76	46	122
Placer.....	33	20	53				32	22	54
Plumas.....									
Riverside.....	281	187	468	65	44	109	43	32	75
Sacramento.....	502	287	789	106	70	176	186	92	278
San Benito.....	26	25	51				25	15	40
San Bernardino.....	363	232	595	110	76	186	145	141	286
San Diego.....	846	505	1,351	303	257	560	352	262	614
San Francisco.....	358	270	628	217	151	368	326	213	539
San Joaquin.....	202	139	341	47	53	100	67	68	135
San Luis Obispo.....	56	27	83				13	18	31
San Mateo.....	178	103	281				31	22	53
Santa Barbara.....	80	59	139	29	19	48	28	17	45
Santa Clara.....	353	220	573	31	22	53	67	42	109
Santa Cruz.....	52	61	113	7	4	11	22	17	39
Shasta.....	33	23	56				10	6	16
Sierra.....									
Siskiyou.....	12	8	20						
Solano.....	57	32	89						
Sonoma.....	95	69	164	8	2	10	5	3	8
Stanislaus.....	292	165	457				106	60	166
Sutter.....	19	5	24						
Tehama.....	13	12	25						
Trinity.....									
Tulare.....	179	140	319				64	38	102
Tuolumne.....									
Ventura.....	182	106	287	11	16	27	64	34	98
Yolo.....	79	61	140				23	17	40
Yuba.....	26	14	40						
Totals.....	11,835	7,767	19,602	2,000	1,454	3,454	3,214	2,130	5,344

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Compulsory continuation classes			Special pupils					
				High school level			Junior college level		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....	93	66	159	83	58	141	438	331	769
Alpine.....				707		707			
Amador.....									
Butte.....									
Calaveras.....									
Colusa.....									
Contra Costa.....	112	109	221						
Del Norte.....									
El Dorado.....									
Fresno.....	142	72	214						
Glenn.....									
Humboldt.....	7	12	19	1	1	2	19	8	27
Imperial.....									
Inyo.....									
Kern.....	76	21	97	101	16	117	291	186	477
Kings.....									
Lake.....									
Lassen.....									
Los Angeles.....	1,515	776	2,291	860	626	1,486	2,290	1,547	3,837
Madera.....									
Marin.....									
Mariposa.....									
Mendocino.....									
Merced.....									
Modoc.....									
Mono.....									
Monterey.....									
Napa.....									
Nevada.....									
Orange.....									
Placer.....									
Plumas.....									
Riverside.....	38	10	48	25	10	35	241	189	430
Sacramento.....	59	16	75	10		10	380	344	724
San Benito.....									
San Bernardino.....	39	19	58	19	18	37	118	93	211
San Diego.....	407	231	638	11	3	14	196	92	288
San Francisco.....	428	174	602						
San Joaquin.....	55	29	84	1	1	2	92	107	199
San Luis Obispo.....				77		77	37	16	53
San Mateo.....	2	1	3						
Santa Barbara.....									
Santa Clara.....	29	16	45	1		1	26	19	45
Santa Cruz.....	5		5	65	2	67	488	84	572
Shasta.....							6	4	10
Sierra.....									
Siskiyou.....									
Solano.....							83	137	220
Sonoma.....							135	177	312
Stanislaus.....							1,055	1,198	2,253
Sutter.....									
Tehama.....									
Trinity.....									
Tulare.....				210	161	371	29	7	36
Tuolumne.....				2	2	2			
Ventura.....	53	31	84	4	1	5	46	36	82
Yolo.....							172	197	369
Yuba.....									
Totals.....	3,060	1,533	4,643	2,185	910	3,095	7,441	5,634	13,075

TABLE 5—Concluded
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Classes for adults						Total enrollment in special classes and in classes for adults		
	High school level			Junior college level					
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
Alameda.....	6,827	11,598	18,425	2,264	1,025	3,289	11,153	14,075	25,228
Alpine.....	19	4	23				731	11	742
Amador.....	355	707	1,062				441	771	1,212
Butte.....	43	10	53				44	13	57
Calaveras.....									
Colusa.....							22	10	32
Contra Costa.....	2,610	5,885	8,495	2,242	1,098	3,340	5,386	7,352	12,738
Del Norte.....							1		1
El Dorado.....	93	157	250				114	172	286
Fresno.....	2,869	3,134	6,003	1,095	544	1,639	4,551	4,018	8,599
Glenn.....	13		13				14		14
Humboldt.....	344	714	1,058				501	811	1,312
Imperial.....	102	155	257	230	116	346	381	313	694
Inyo.....									
Kern.....	1,410	2,955	4,365	1,642	1,293	2,935	4,054	4,804	8,858
Kings.....	216	428	644				322	516	838
Lake.....	48	33	81				48	33	81
Lassen.....	68	157	225		2	2	73	166	239
Los Angeles.....	46,457	86,624	133,081	41,052	31,364	72,416	101,263	127,256	228,519
Madera.....	150	365	515				197	391	588
Marin.....	277	725	1,002	1,003	1,564	2,867	1,373	2,639	4,012
Mariposa.....								1	1
Mendocino.....	82	201	283				94	211	305
Merced.....	704	687	1,391				786	734	1,520
Modoc.....							9	2	11
Mono.....	13	17	30						
Monterey.....	1,575	2,949	4,524	634	520	1,154	14	18	32
Napa.....				780	679	1,459	2,565	3,699	6,264
Nevada.....	88	120	208				834	718	1,552
Orange.....	1,332	2,487	3,819	2,989	2,477	5,466	5,410	5,667	11,077
Placer.....	89	262	351	23	37	60	202	366	568
Plumas.....	10	8	18				10	8	18
Riverside.....	1,087	1,538	2,625	1,644	1,260	2,904	3,478	3,310	6,788
Sacramento.....	2,073	2,752	4,825	2,767	2,637	5,404	6,213	6,299	12,512
San Benito.....	270	411	681	464	359	823	341	259	600
San Bernardino.....	2,992	4,804	7,796	1,903	1,721	3,624	5,957	7,392	13,349
San Diego.....	5,989	13,285	19,254	5,090	1,776	6,866	13,700	16,668	30,368
San Francisco.....	10,363	17,579	27,942	729	420	1,149	12,827	19,172	31,999
San Joaquin.....	1	61	62	757	764	1,521	1,276	1,284	2,560
San Luis Obispo.....	270	411	681	464	359	823	944	849	1,793
San Mateo.....	1,814	3,905	5,719	2,383	2,296	4,679	5,007	6,783	11,790
Santa Barbara.....	1,396	3,041	4,437	231	66	297	1,818	3,235	5,053
Santa Clara.....	4,340	9,161	13,501	2,370	1,311	3,681	7,775	10,942	18,717
Santa Cruz.....	481	852	1,333				654	961	1,615
Shasta.....	5	89	94	38	19	57	99	146	245
Sierra.....									
Siskiyou.....	324	418	742	36	72	108	50	81	131
Solano.....	683	1,215	1,898	819	1,394	2,213	1,797	1,547	3,344
Sonoma.....	196	537	733	576	824	1,400	1,865	2,938	4,803
Stanislaus.....							2,275	2,813	5,088
Sutter.....									
Tehama.....	102	185	287				22	9	31
Trinity.....							115	197	312
Tulare.....	612	1,065	1,677	601	625	1,226	1,784	1,055	3,869
Tuolumne.....	75	79	154				75	81	156
Ventura.....	825	1,399	2,224	569	447	1,016	1,790	2,123	3,913
Yolo.....	24	64	88				130	144	274
Yuba.....				105	387	582	395	601	996
Totals.....	90,446	182,802	282,248	76,662	58,523	135,185	211,121	264,831	475,952

TABLE 6
ENROLLMENT ON HALF-DAY SESSIONS, BY COUNTIES

County	Grades in elementary schools								Totals, one through eight
	One	Two	Three	Four	Five	Six	Seven	Eight	
Alameda.....	1,432	423	239	63					2,157
Alpine.....									
Amador.....									
Butte.....	83	87							170
Calaveras.....									
Colusa.....									
Contra Costa.....	3,408	1,976	802	99	56	68			6,409
Del Norte.....	197	150	150						792
El Dorado.....	68	31	97	98	74	71	76		515
Fresno.....	1,020	507	91						1,618
Glenn.....									
Humboldt.....	556	571	390						1,517
Imperial.....			53						53
Inyo.....									
Kern.....	2,212	1,310	398	141					4,061
Kings.....	139	105							244
Lake.....									
Lassen.....									
Los Angeles.....	24,635	18,545	11,059	4,451	2,863	2,338	348	325	64,564
Madera.....									
Marin.....	428	217	130						775
Mariposa.....									
Mendocino.....	288	245	380						913
Merced.....	326	337	361						1,024
Modoc.....									
Mono.....									
Monterey.....	697	356	86	24					1,163
Napa.....	522	302	153	42	21	31			1,071
Nevada.....									
Orange.....	2,836	1,571	696	279	331	342			6,055
Placer.....									
Plumas.....									
Riverside.....	931	911	500	199	54				2,595
Sacramento.....	2,419	1,662	552	155	176	108			5,072
San Benito.....									
San Bernardino.....	2,921	2,161	1,941	516	253	23			7,815
San Diego.....	2,113	1,569	912	449	207	200			5,450
San Francisco.....									
San Joaquin.....	206	196							402
San Luis Obispo.....	130	143							273
San Mateo.....	3,552	1,945	1,108	293	225	45			7,168
Santa Barbara.....									
Santa Clara.....	4,058	2,586	1,635	511	387				9,177
Santa Cruz.....	108	99	88	85					380
Shasta.....	342	330	308						980
Sierra.....	27								27
Siskiyou.....									
Solano.....	682	280							962
Sonoma.....	513	476	122						1,111
Stanislaus.....	40								40
Sutter.....	13	13							26
Tehama.....									
Trinity.....	45	42	37	27	41	35	31	31	289
Tulare.....	146	158							304
Tuolumne.....									
Ventura.....	738	623	715	406	243	64			2,789
Yolo.....	432	180	43						655
Yuba.....									
Totals.....	58,263	40,107	23,046	7,838	4,931	3,325	593	513	138,616

TABLE 6—Concluded
ENROLLMENT ON HALF-DAY SESSIONS, BY COUNTIES

County	Grades in high schools							Totals, one through twelve	
	Junior high school			Nine	Ten	Eleven	Twelve		
	Seven	Eight	Nine						
Alameda.....								2,157	
Alpine.....									
Amador.....									
Butte.....	123	128	122		139	113	79	874	
Calaveras.....									
Colusa.....									
Contra Costa.....								6,409	
Del Norte.....								792	
El Dorado.....								515	
Fresno.....								1,618	
Glenn.....									
Humboldt.....								1,517	
Imperial.....								53	
Inyo.....									
Kern.....								4,061	
Kings.....									
Lake.....								244	
Lassen.....									
Los Angeles.....	4,492	3,998	3,691	1,224	3,839	2,763	2,158	86,729	
Madera.....									
Marin.....								775	
Mariposa.....									
Mendocino.....								913	
Merced.....								1,024	
Modoc.....									
Mono.....									
Monterey.....								1,163	
Napa.....								1,071	
Nevada.....									
Orange.....	388	416						804	
Placer.....								6,859	
Plumas.....									
Riverside.....	362	374	365					1,101	
Sacramento.....								3,696	
San Benito.....								5,072	
San Bernardino.....								7,815	
San Diego.....								5,450	
San Francisco.....									
San Josquin.....								402	
San Luis Obispo.....								273	
San Mateo.....									
Santa Barbara.....								7,168	
Santa Clara.....									
Santa Cruz.....								9,177	
Shasta.....								380	
Sierra.....								980	
Siskiyou.....									
Solano.....								27	
Sonoma.....									
Stanislaus.....								962	
Sutter.....								1,111	
Tehama.....								40	
Trinity.....									
Tulare.....								26	
Tuolumne.....									
Ventura.....								289	
Yolo.....								304	
Yuba.....									
Totals.....	5,365	4,916	4,178	1,224	3,978	2,876	2,237	24,774	163,390

CONSERVATION WEEK, MARCH 7 TO 14, 1958

Conservation education in California is principally concerned with two fields of action—the field of management and protection of natural resources by public and private agencies concerned with conservation problems; and the field of education for the development of an awareness on the part of our citizens of the necessity for the wise use of our natural wealth. Constructive action in these two fields is necessary if the state's natural resources are to be utilized for the benefit of all the people on a permanent and continuing basis.

We look to our natural resources to provide food, shelter, clothing, fuel, and a host of other items now considered essential to the standard of living to which we have become accustomed. In addition, we are depending more and more upon our natural resources to provide us with such forms of recreation as fishing, hunting, boating, camping, hiking, and other forms of enjoyment of the outdoors.

If the population of California were static, and if each individual possessed a sense of responsibility for a wise use of our outdoor facilities for recreational purposes, our problems would be few. Such, however, is not the case, for the population of California is steadily increasing and many individuals are uninformed about the proper use of the recreational facilities which are available.

The population of California as of July 1, 1957, was 14,160,000. Predictions indicate a state population of 22,090,000 by 1970. This means that in the next 12 years our natural resources will be made available to more than 7,000,000 additional people, many of whom will turn to the outdoors for recreation.

In order to better understand this problem it is well to consider a few statistics concerning our present recreational activities. Fishing licenses were purchased by 1,380,787 citizens of California, in 1956. The California State Department of Fish and Game estimates that the 1957 sale of fishing licenses will total 1,400,000 or more. During the 1956-57 period, 668,153 hunting licenses were sold. Hunting and fishing areas are encompassed by public streams, and by private and public lands located largely in watershed areas.

The natural lakes, navigable streams, and public reservoirs of California are an open invitation to anyone interested in water sports and boating. The size of a boat is limited only by the income of its owner and by the amount of energy required to transport the boat to the nearest body of water. It is estimated that at the present there are 250,000 small boat owners in California. Assuming that each boat likely has three people in it when in use, this would mean that there are 750,000 boat users in the state. Since the California Water Plan includes the proposed

construction of 260 new reservoirs which will add 60,000,000 acre-feet of surface water storage to the present waterway system, it can reasonably be assumed that the size of the army of small boat owners and users will also be increased.

State and locally operated state parks and recreational areas attracted 40,000,000 visitors in 1957. Many fishermen and small boat users are included in this figure as well as "repeaters" and out-of-state visitors. Nevertheless, it is indicative of the scope of outdoor recreational activity at the present time in California.

What are some of the problems created by this ever-increasing use of the outdoors for recreation? Safety looms large in the total problem picture. Safety precautions are of primary importance in relation to hunting, hiking, camping, boating, and driving to and from recreational areas. In addition, there are the problems related to camp sanitation, fire, water contamination, destruction of public and private property, violation of fish and game laws, and last but not least, the need for additional public recreational facilities such as parks, camp and picnic sites, boat docks, hiking trails, and the like.

The State Legislature, recognizing the increased public demand for more recreational areas, has created the California Public Outdoor Recreation Planning Committee to do the following:

1. Inventory existing recreation areas and facilities and determine their capacities.
2. Determine the needs of the people of California, now and in the foreseeable future, for recreational areas.
3. Make recommendations to the Legislature for meeting these needs, including all levels of government, in order to achieve an integrated program.

It is recognized that the California Public Outdoor Recreation Planning Committee will serve an important function in identifying recreational needs, and in determining the kind and the number of recreational areas and facilities required to meet these needs. However, this is only one phase of recreational planning. There is also an urgent need to develop proper attitudes on the part of the public so that our public recreational areas will be wisely used on a continuing and permanent basis. This is the task of education.

Conservation education is firmly established as a part of the curriculum in the public schools. Many school districts have, in addition, established school-camp programs for sixth-grade pupils in order to provide a proper setting for outdoor classes in conservation and science. Through participation in this program, the foundation for proper attitudes toward and behavior in the outdoors is established at a fairly early age. How can we build upon this early conservation education so that we can maintain and strengthen proper attitudes? How can we plan

for a carry-over into the area of actual use of our outdoor resources for recreational purposes?

One approach to the problem is through the current series of outdoor education project workshops, sponsored by the American Association for Health, Physical Education, and Recreation, in co-operation with the State Department of Education. The major purpose of these workshops is to give attention to recreational skills such as hunting, fishing, boating, camping and hiking. One workshop was held in southern California in the fall of 1957. Two more will be held in the northern part of the state in June, 1958. It is anticipated that these workshops will encourage school districts and teacher-training institutions to include instruction in outdoor skills in their respective programs.

Instruction in outdoor recreational skills is a proper function of education if two things are recognized: (1) that such instruction cannot be isolated from the whole program of conservation in which proper attitudes toward and behavior in the outdoors, are developed, and (2) that such instruction must be given at the appropriate educational level.

We may well keep this in mind as we prepare to observe Conservation Week in California, March 7 to 14, 1958. In advance of this week, schools will receive the annual Governor's Message on Conservation, together with the official program guide furnished through the courtesy of the California Conservation Council, and a covering letter from the Superintendent of Public Instruction. The program guide gives many suggestions regarding planning for the observation of Conservation Week.

The Department of Education, in co-operation with the Department of Natural Resources, the Department of Fish and Game, and the Department of Water Resources urges not only the observation of Conservation Week by the public schools, but also the continuance of conservation instruction throughout the year. Unless we can develop in our California citizenry an understanding of the importance of our natural resources; and impress the facts upon them that many human activities and institutions have their bases in, and are dependent upon these resources, we will be in trouble.

Now is the time to take stock of what we are doing. We will have a population of over 22,000,000 by 1970, and cannot afford to relax our energies and leadership in conservation education. We do not want a population ignorant about the facts of resource use and management, mercilessly exploiting forest, stream and field for recreation. We must, therefore, give serious thought to the matter of conservation, and to how we can best help our present and future population to develop and maintain proper attitudes toward and behavior in the outdoors so that recreation will not become "wreck-reation."

MASS CARE MANAGEMENT BY SCHOOL PERSONNEL

California Disaster Office

The full schedule of professional activities and community obligations of teachers and school administrators is well recognized. Equally well recognized is the fact that living conditions are constantly changing. The educator has responsibility for preparing children to meet the realities of life. As new conditions and trends appear, teaching plans and programs often have to be changed. A case in point concerns science. It is difficult to prepare pupils to cope with science studies, because scientific developments are progressing at a pace that is disconcertingly swift. Atomic warfare is a major element in this picture; and although living habits cannot be changed overnight so that people will be ready to meet the perils of atomic warfare, planned programs can insure a high per cent of survival during wars or natural disasters.

In any type of disaster the school's first responsibility is for the children in the school building. However, school buildings are also used as mass care facilities in the event of natural disasters which make people homeless. In addition, civil defense authorities plan the use of school buildings for the emergency care of people in the event of a war disaster. In 1957, following the severe Northern California earthquake, one superintendent of a school district in a northern county pointed out that in his opinion too many responsibilities for coping with disasters were being placed upon school administrators. On the basis of this experience he urged the development of one basic plan for use of school buildings so that administrators would know what is expected of them, their staffs, and their facilities. The California Disaster Office has developed such a plan.

The plan developed by the Disaster Office is compact, concrete, and simple in its provisions for the use of school buildings in any disaster, and for the staffing of the buildings when they are being used for emergency purposes. The plan is incorporated in a *Handbook for Mass Care Managers*. In the handbook the following provisions are made: in a disaster, school buildings remain under the management of the same staff which is normally responsible for the property; the principal of the school who is also the administrator of the building becomes the mass care manager; the school lunch or cafeteria supervisor becomes the feeding supervisor; the building supervisor or superintendent becomes the maintenance supervisor; and peoples' normal skills change from every-day activity to disaster operation.

The handbook presents in concise terms the duties of supervisory personnel in planning for mass care facilities, and the operation of such facilities. There is a skeleton crew staffing guide which shows the

minimum staff required to operate buildings of various sizes as mass care facilities.

School staff members are urged to review this material carefully. Each person's co-operation in his specialized field will permit quick development of the individual school plan. From custodian to principal, the details can best be worked out by those most familiar with them, such as mass feeding by the school lunch supervisors; emergency clothing supply by home economics personnel; registration by the library staff; and group activities by the physical education staff. Each department's detailed plan should be written out and kept as an emergency operational procedure. All departmental employees should familiarize themselves with the content of this plan. The principal, when a department's plan is completed, should enter the names of key staff in the cadre roster in the handbook, showing the delegation of responsibility for each aspect of the school's plan.

If the procedures in the handbook are followed step by step, every school will have a plan for the operation of its buildings in the event of any disaster. The material in the handbook was carefully field-tested in several counties over the past year and it has been reviewed by school administrators, members of the State Department of Education, and civil defense officials. The *Handbook for Mass Care Managers* will be distributed in each county, by county civil defense directors during March, 1958. The handbook will be delivered through the chief administrative officer of each school district.

It is true that school people are burdened today with many activities in addition to a heavy teaching load. But in the world we live in plans for survival are a part of facing reality. Everyone will agree that it is far better to prepare a plan and never need it, than to need one and never have prepared it.

REGIONAL MEETINGS, SPRING 1958, ON THE REPORT OF THE COMMITTEE ON THE REVISION OF THE CREDENTIAL STRUCTURE IN CALIFORNIA¹

Regional meetings have been called by State Superintendent of Public Instruction Roy E. Simpson for the purpose of discussing the report and recommendations of the Committee on Revision of the Credential Structure in California.² The meetings will be held as shown in the following:

Location	Date	Time	Place
Chico	2/11/58	10 a.m.	Chico State College Auditorium, Chico
Sacramento	2/14/58	10 a.m.	Room 166, Education Building, 721 Capitol Avenue, Sacramento
Santa Rosa	3/ 5/58	10 a.m.	Santa Rosa Junior College, Santa Rosa
Los Angeles	3/27/58	10 a.m.	Los Angeles Public Schools Auditorium, 450 North Grand Avenue, Los Angeles
San Diego	3/29/58	10 a.m.	Education Center Auditorium, Park Boulevard at El Cajon, San Diego
San Francisco	5/ 1/58	10 a.m.	Nourse Auditorium, Hayes and Franklin Streets, San Francisco
Fresno	5/10/58	10 a.m.	Auditorium, Fresno County School Building, Fresno

The purposes of the meetings are as follows: (1) to present the report of the Committee; (2) to explain the role of the State Department of Education with regard to the report; (3) to offer opportunities for answers to questions raised by the report; (4) to provide opportunities for meaningful discussion and study of the report; and (5) to provide participants with opportunities to present suggestions concerning the report.

The President of the California Council on Teacher Education³ and the Superintendent of Public Instruction, in 1954, jointly appointed the

¹ Members of the committee include: Lucien B. Kinney, Chairman, Professor of Education, Stanford University; Irwin Addicott, Executive Dean, formerly Fresno State College; Rt. Rev. James N. Brown, formerly Superintendent of Schools, Archdiocese of San Francisco; Clarence Fieldstra, Assistant Dean, School of Education, University of California, Los Angeles; Charles Hamilton, Secretary of the Commission on Teacher Education, California Teachers Association, San Francisco; Leslie W. Hedge, Principal, Bakersfield High School; George E. Hogan, Deputy Superintendent, State Department of Education, Sacramento; Ellis A. Jarvis, Superintendent, Los Angeles Public Schools; L. L. Jones, Superintendent, Ventura Union High School District; Carl Lundberg, Principal, Ashland Elementary School, San Lorenzo; Mrs. M. D. MacMillan, California Congress of Parents and Teachers, Sacramento; D. Russell Parks, Superintendent, Fullerton Elementary Schools; James C. Stone, Director of Teacher Education, University of California, Berkeley; and Mrs. Lois Williams, Consultant, Human Relations, Montebello Public Schools.

² "Final Report of the Committee on Revision of the Credential Structure in California," May 27, 1957, (mimeographed). Copies are available upon request from the California State Department of Education, 721 Capitol Avenue, Sacramento 14, California.

³ William A. Brownell, Dean, School of Education, University of California, Berkeley.

state-wide committee which studied the credential structure problem. The paramount question is whether the number of different kinds of credentials which make up the credential structure in California can be reduced considerably without loss to the maintenance of specialized programs of high quality in the public schools.

Professional and lay groups throughout the state are asked to study the report and to send their suggestions regarding it to the Superintendent of Public Instruction. It is hoped that all groups will have representatives at the meetings.

A second series of regional meetings will be held during the fall of 1958. The purposes of the fall meetings are to review the results of the spring meetings and to give the opportunity for further group study and planning.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

REGULATIONS ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

Transportation Other Than Between Home and School. The Superintendent of Public Instruction, acting under the authority of Education Code Section 7013, amended Section 1290 of Title 5 of the California Administrative Code, relating to transportation other than between home and school, to read as follows (effective January 10, 1958):

1290. *Transportation Other Than Between Home and School.* (a) Allowances shall not be computed on expenses for providing transportation other than between home and school.

(b) Except as provided in subsection (c) hereof, exclusion of such expenses shall be made on the basis of the cost per mile for the operation of all busses used to provide pupil transportation, whether for normal or exceptional pupils, as the case may be, multiplied by the number of miles traveled in providing transportation for such pupils other than between home and school.

(c) When transportation other than between home and school is provided in such a manner that the actual expense can be readily identified in the records of the school district, the exclusion shall be made on the basis of actual expense.

Identification of and Accounting for Project-Connected Pupils. The Superintendent of Public Instruction, acting under the authority of Section 7108.1 of, and implementing Article 14.8 of Chapter 15 of Division 3 of the Education Code, added Article 3 to Subchapter 10 of Chapter 1 of Title 5 of the California Administrative Code, relating to records identifying project-connected pupils, to read as follows (effective January 10, 1958):

Article 3. Records Identifying and Accounting for Project-Connected Pupils

3030. *Records Identifying Project-Connected Pupils.* The following procedure shall be used, and the following records kept, in identifying project-connected pupils defined in Education Code Section 7108.1:

(a) On October 31 or on the last day of school preceding October 31, each school district contemplating the filing of an application for an apportionment under the provisions of Article 14.8 of Chapter 15 of Division 3 of the Education Code shall identify each pupil enrolled in the schools of the district whose parent or guardian has moved into the district subsequent to the commencement of any project defined in Education Code Section 7108.4. The record of identification shall include, but is not limited to, each of the following items of information which shall be verified by an employee of the school district:

1. Name of pupil enrolled
2. Grade in which enrolled
3. Name of parent or guardian
4. Address of parent or guardian
5. Date parent or guardian moved into district
6. Name of employer of parent or guardian
7. Address of such employer and location of employment
8. Date of beginning such employment
9. Signature of school district employee verifying information
10. Dates on which re-examinations required by subsection (c) of this section were made

(b) The pupils identified in (a) above shall be divided into two groups. Group I shall include only those pupils whose parents or guardians are employed by a contractor or subcontractor in connection with the project or by the State of California whose work is in connection with the project. Group II shall include only those pupils not in Group I whose parents or guardians are employed in the school district or a contiguous school district.

(c) Periodically throughout the school year, but not less than three times during such year, the district shall re-examine the employment status of the parent or guardian of each pupil in Group I or Group II. The date of any change of employment shall be indicated and the new employer noted on the identification record of the pupil.

3031. *Attendance Records.* The districts shall establish and maintain records which will account for the attendance of each pupil identified in Group I and Group II in accordance with Article 2 of Subchapter 1 of Chapter 1 of this title.

3032. *Determination of Normal Expected Enrollment.* To ascertain the normal expected enrollment designated in Education Code Section 7108.1 for a school district, add to or subtract from the October 31 enrollment of the next preceding fiscal year, exclusive of the enrollment of pupils in Group I and Group II on that date, the average increase or the average decrease in enrollment for the five-year period immediately preceding the fiscal year with respect to which the application is made. The average increase or decrease shall be computed by adding the plus or minus difference between the October 31 enrollments, exclusive of pupils in Group I and Group II, of each successive year of the five-year period and dividing the resultant sum by five.

For the purposes of this section, the enrollment of a pupil in other than the district of residence shall be deemed to be enrollment in the district of residence only when such enrollment is by agreement between the two districts pursuant to Education Code Section 1503.6.

3033. *Pupils Eligible Under Section 7108.1 (b) of the Education Code.* (a) The total number of pupils in Group II eligible to be counted under Education Code Section 7108.1 (b) shall be the difference between the total school enrollment and the sum of the normal expected enrollment and pupils included in Group I.

(b) Whenever the total number of pupils listed in Group II is greater than those eligible to be counted as determined in subsection (s) of this section, the school district may select the pupils with the earliest enrollment date for computing average daily attendance.

SAFETY PRECAUTIONS URGED IN ROCKET FUEL EXPERIMENTS

Serious injuries and at least two fatalities have been caused recently by high school students who, without supervision, were experimenting with rocket fuel chemicals. In the interest of public safety, high school teachers are urged to discourage such experiments.

Secondary school administrators are urged to protect public health and safety by (1) asking chemistry instructors to warn students of the

danger of experimenting with zinc metal dust, potassium nitrate, flowers of sulphur, nitric acid, and high volume hydrogen peroxide; and (2) by removing order forms from any chemical supply catalogues to which students have access, so that students will be unable to use the forms to acquire chemicals for unsupervised rocket fuel experiments.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

Directory of Administrative and Supervisory Personnel of California Public Schools, 1957-58. Prepared by the Bureau of Education Research. Bulletin of the California State Department of Education, Vol. XXVI, No. 11, October, 1957. Pp. vi + 238.

This is the ninth annual directory of administrative and supervisory personnel of the California State Department of Education. It includes the names of superintendents of schools and their administrative and supervisory staff members in the 58 counties of California and in the nearly 2,000 school districts in the state; the names of the elementary and secondary schools in each district, with the name of the principal in each school; a list of members of the State Board of Education, State Curriculum Commission, State Teachers' Retirement System, Commission of Credentials, and of the professional staff of the Department of Education.

Copies of the directory have been distributed to administrative and supervisory personnel and their staff members. The price is \$1.00 per copy, plus sales tax on California orders.

For Your Information

APPROVED LIST OF NATIONAL CONTESTS AND ACTIVITIES FOR SECONDARY SCHOOLS, 1957-58

The Committee on National Contests and Activities¹ of the National Association of Secondary-School Principals performs an important professional service by publishing each year a list of approved national contests for schools. The members of the Committee believe that the number of approved national contests and activities should be judiciously limited and that the number of essay contests held to a reasonable minimum. Therefore, only those national contests and activities that meet the standards of the criteria established by the Committee are included in the following list.

APPROVED NATIONAL CONTESTS (NONATHLETIC) FOR 1957-58

Sponsoring agency	Type of contest approved	Closing date of contest
AGRICULTURE CONTESTS		
Future Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Livestock, Dairy and Poultry Judging	October
National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts	Vegetable Demonstration, Production and Marketing, and Muck Crop Show	December 1
New Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washinton 25, D. C.	Judging	October 4

ART CONTESTS

American Automobile Association, 1712 G Street, N. W., Washington 6, D. C.	Traffic Safety Poster Contest	March
American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana	Poppy Poster Contest	June
Eastman Kodak Company, 343 State Street, Rochester, New York	Photographic Contest	March 31

¹ The Committee on National Contests and Activities: Albert Willis, *Executive Secretary*, Illinois High School Association, 11 South LaSalle Street, Chicago 3, Illinois; *Chairman*; Robert V. Cresswell, *Principal*, David B. Oliver High School, Pittsburgh, Pennsylvania; O. T. Freeman, *Principal*, Wichita Falls Senior High School, Wichita Falls, Texas; John O. Fry, *Curriculum Adviser of Secondary Schools*, Hamilton, Ohio; R. C. Guy, *Principal*, Hutchinson Senior High School, Hutchinson, Kansas; Raymond E. Locke, *Principal*, Barrington High School, Barrington, Rhode Island.

<i>Sponsoring agency</i>	<i>Type of contest approved</i>	<i>Closing date of contest</i>
Fisher Body Division, General Motors Corporation, Detroit 2, Michigan	Craftsman's Guild	June
General Federation of Women's Clubs, 1734 N Street, N. W., Washington 6, D. C.	Framed Painting	April 15

ESSAY AND WRITING CONTESTS

Advertising Federation of America, 250 West 57th Street, New York 19, New York	Essay Contest	April 18
Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts	Essay, Story, and Poetry Contest	March 14
Civitan International Comer Building, Birmingham 3, Alabama	Essay Contest	May 15
Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 11, Missouri	Essay Contest	March
National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.	Essay Contest	March 15
National Sales Executives, 136 East 57th Street, New York 22, New York	Essay Contest	March
National Tuberculosis Association, 1790 Broadway, New York 19, New York	School Press Project	December 20
Omega Psi Phi Fraternity, Inc., 107 Rhode Island Avenue, N. W., Washington, D. C.	Essay Contest	November 17
Propeller Club of the United States, 17 Battery Place, New York, New York	Essay Contest	February 28

EXAMINATIONS

American Association for the United Nations, Inc., 345 East 46th Street, New York 17, New York	Examination	March
American Association of Teachers of French, Eastern Michigan College, Ypsilanti, Michigan	French Examination	March 1
Association for Promotion of Study of Latin, Elizabeth, New Jersey	Latin Examination	March
American Association of Teachers of Spanish and Portuguese, DePauw University, Greencastle, Indiana	National Spanish Examination	February 1
Metropolitan New York Section of the Mathematical Association of America, Polytechnic Institute of Brooklyn, New York	Multiple Choice Questions	March 15

Sponsoring agency	Type of contest approved	Closing date of contest
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FORENSIC CONTESTS

Future Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Oratorical Contest Agricultural Subject	October
Improved Benevolent and Protective Order of Elks of the World, 1915 Fourteenth Street, N. W. Washington, D. C.	Oratorical Contest	June
National Americanism Committee of the American Legion, P. O. Box 1055, Indianapolis, Indiana	Oratorical Contest	April
National Association of Radio and Television Broadcasters; Radio-Electronics Television Manufacturers Association; and U. S. Junior Chamber of Commerce, 1771 N Street, N. W. Washington 6, D. C.	Voice of Democracy Radio Speech Contest	November
National Forensic League, Ripon, Wisconsin	Forensic Contests Student	June 1 Congress
New Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Forensic Contests	October
Supreme Lodge, Knights of Pythias, 2934 Vernon Place, Cincinnati 19, Ohio	Oratorical Contest	March 31

HOME ECONOMICS AND INDUSTRIAL ARTS

Ford Motor Company, The American Road, Dearborn, Michigan	Industrial Arts Awards	June 25
National Red Cherry Institute, 35 East Wacker Drive, Chicago 1, Illinois	Baking Contest	February 1

SCHOLARSHIPS

American Veterans of World War II, 1710 Rhode Island Avenue, N. W. Washington D. C.	For Children of Deceased or Totally Disabled Veterans	February 20
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York	Science Award and Scholarship Program	March 1
Consolidated Freightways Inc., 431 Burgess Drive, Menlo Park, California	Scholarship Awards	April 15
Elks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts	"Most Valuable Student"	March 1
General Mills, Inc., 400 Second Avenue, South, Minneapolis, Minnesota	Betty Crocker Search	December
General Motors Corporation, Detroit, Michigan	Scholarship Program	December 31

<i>Sponsoring agency</i>	<i>Type of contest approved</i>	<i>Closing date of contest</i>
Latham Foundation for the Promotion of Humane Education, Latham Square Building, Box 1322, Stanford, California	Poster Contest	March 1
National Merit Scholarships, 1580 Sherman Avenue, Evanston, Illinois	Qualifying Examinations by Educational Testing Service	October 1
National Restaurant Association, 8 South Michigan Avenue, Chicago 3, Illinois	Scholarship Awards	February 1
Quill and Scroll Society, 111 West Jackson Boulevard, Chicago 4, Illinois	Political Quiz	February 20
Scholarship Board of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.	Scholarship Qualifying Test	October 1
Science Service, 1719 N Street, N. W., Washington 6, D. C.	Science Talent Search	December 27
Thom McAn Company, 25 West 43rd Street, New York 36, New York	Thom McAn Leadership Awards	March 31
The Wool Bureau, 16 West 46th Street, New York 36, New York	Home Sewing Contest	September-June

MISCELLANEOUS

American Motorists Insurance Company, 4750 North Sheridan Road, Chicago 40, Illinois	Auto Safety Contest	April 15
Grand Lodge—Benevolent and Protective Order of Elks of the USA, Elks Memorial Building, 1750 Lakeview Avenue, Chicago, Illinois	Youth Leadership	February 1
Daughters of American Revolution, 1776 D Street, N. W., Washington 6, D. C.	Good Citizen Award	March
Future Scientists of America, National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.	Science or Math Projects	March 15
National Soap Sculpture Committee, 160 Fifth Avenue, New York 10, New York	National Soap Sculpture Competition	April 30
Odd Fellows and Rebekahs of America, 2703 East Lake Street, Minneapolis 6, Minnesota	United Nations Pilgrimages	December 31
Our Times, American Education Publications, Wesleyan University, Middletown, Connecticut	Current Affairs and Editorial Contest	January 31
Scholastic Magazine, Inc., 33 West 42nd Street, New York 36, New York	Arts, Writing, and Photography	March

Sponsoring agency	Type of contest approved	Closing date of contest
Science Clubs of American-Science Service, National Science Fair 1719 N Street, Washington 6, D. C.		April

**APPROVED LIST OF NATIONAL ACTIVITIES FOR 1957-58
(NO CONTESTS INCLUDED)**

The Committee classifies conventions, meetings, work sessions, and educational travel (where no competition for awards exists) as Activities.

The Committee does not look with favor on any national activities that conflict with the regular school year and it assumes that adequate and qualified adult supervision will be provided in the administration of these activities.

Sponsoring organization	Main office	When held
American Junior Red Cross	Washington 13, D. C.	May 20
Boys' Nation	Indianapolis, Indiana	July 5
Distributive Education Clubs of America	Washington 6, D. C.	April 1
Freedoms Foundation	Valley Forge, Pennsylvania	September 17
Future Business Leaders of America	Washington 6, D. C.	June 18
Future Homemakers of America	Washington 25, D. C.	July 5
Junior Classical League	Delaware, Ohio	August 15
Key Club International	Chicago, Illinois	July 6-9
Music Educators National Conference	Washington, D. C.	March 19-25
National Association of Student Councils	Washington 6, D. C.	June 22-25
National 4-H Awards Program	Washington 25, D. C.	December
National Scholastic Press Association	Minneapolis 14, Minnesota	June 14-20
National Thespian Society	Cincinnati 24, Ohio	August 22-24
New Homemakers of America	Washington 25, D. C.	June 16-21
The Williamsburg Student Burgesses	Williamsburg, Virginia	February 3-7

FOREIGN TEACHING POSTS

Schools established for children of United States citizens stationed abroad are now recruiting personnel for the 1958-59 school year. Foreign teaching posts will be available in schools operated by the Army, for American children in Germany, France, Italy, Japan and Okinawa. The greatest number of vacancies will be for elementary school teachers experienced in the primary grades. Secondary teachers who qualify in two major fields will also be needed; and there are opportunities for school librarians, guidance counselors and dormitory supervisors. A limited number of administrative positions are expected to be available.

General qualifications for foreign teaching posts include a bachelor's degree, two years of teaching experience, and a valid teaching certificate.

The tour of duty is one year. Salary for the instructional staff is \$377 monthly; and rent-free living quarters are available in most areas, in addition to free transportation overseas and return.

Inquiries regarding application procedure should be made immediately to the Overseas Affairs Division, Office of the Deputy Chief of Staff for Personnel, Department of the Army, Washington 25, D. C.

CALIFORNIA VOTERS' HANDBOOK

The League of Women Voters of California has announced the publication of the 1957-58 revised edition of the *California Voters' Handbook*. The handbook is a guide and textbook containing concise, factual, nonpartisan information about the structure of municipal, county, state, and federal government. This revised 160-page edition of the handbook also contains maps of political districts; and information on the United Nations, duties of elected officials, the operation of political parties, and proper forms of address to be used with public officials.

The handbook is available for distribution from the offices of the League of Women Voters of California, 120 South Euclid Avenue, Pasadena, California. Single copies cost \$1.25 each, postage prepaid; 25 or more copies may be purchased at a 20 per cent discount, plus sales tax and freight or postage charges.

INFORMATION ON FOREIGN TEACHING POSITIONS

Many educators who are interested in foreign teaching positions wait until it is too late to investigate the opportunities available to them overseas. As a result, they often have to wait an entire year to complete their applications.

The Advancement and Placement Institute, a noncommercial, professional information and advisory service for the field of education, has been publicizing foreign teaching positions in its monthly non-fee placement journal, *Crusade*, since 1952. Last year the Institute assisted administrators in the following schools to recruit American teachers: American-owned private schools in Columbia, Cuba, Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua, El Salvador and Venezuela; many schools in Africa, including independent and government schools in Ethiopia, Ghana, Nigeria, Sierra Leone, South Africa, Southern Rhodesia and Uganda, the University of Capetown, the University College of Ghana, the University of Khartoum and the University College of Rhodesia; Alaskan district schools in Ketchikan, Petersburg and Sitka; Alaskan territory schools in Edna Bay, Candle, Chignik, Lagoon, Kasaan, Naknek, Neets Bay, Nikolski, Pauloff Harbor and Red Devil Mine; public and private schools throughout England, including the University of Manchester and the University of Swansea; government schools in Cyprus, Iraq, Puerto Rico, Turkey; United States-supported colleges and preparatory schools in the Near East, including Greece and Lebanon; oil company schools in Indonesia, Sumatra, Saudi Arabia and Venezuela; a technical college in Israel; a

gold mining company school in Nicaragua; Navy schools throughout the Pacific; territory schools in Guam and Hawaii; a copper mining company school in Chile; the University of Adelaide in Australia; schools throughout Canada, including the universities of Alberta, Laval, New Brunswick and Toronto, and the Indian and Eskimo schools in Canada's far northern territories; and many other schools in many countries.

The Advancement and Placement Institute urges American teachers who are able to do so to take advantage of opportunities to teach in foreign lands, both for the contribution they can make in interpreting our country abroad and for the enriching experiences in international understanding they can bring to our students in this country upon their return to the schools of the United States.

The next issue of *Crusade* will be a special international issue listing foreign positions, in order to give teachers ample time to apply for September, 1958 positions. The issue will feature an article by A. L. Verssen, which will be a condensation of a speech given at the New Jersey State Teachers Convention, November 8, 1957 in Atlantic City. The article, entitled "Teaching is Your Passport to World Travel," will give information about qualifications needed for a foreign teaching position.

This international issue will also include specific data relating to salaries, and to teaching, administrative, librarian and science positions in the following schools: an Anglo-American school in Bolivia; a secondary school and a teachers college in Jamaica; an interpreter's language school at the site of an ancient castle in Germany; private schools throughout Switzerland; a preparatory school in New Zealand; a language institute in Spain; an American-supported preparatory school and college in Turkey; a church-supported school in India; oil company schools in Venezuela, and others. Many of these positions pay travel expenses, and in most cases the language of instruction is English.

Single copies of the international issue are available for \$1.00. For subscription information about the journal, *Crusade*, write to The Advancement and Placement Institute, Box 99-F, Greenpoint Station, Brooklyn 22, New York.

EDUCATION PROGRAM FOR WAR ORPHANS

Educational opportunities available to the children of deceased veterans are outlined in a pamphlet, *Questions and Answers on the War Orphans Education Program*, published by the Veterans Administration Information Service, Washington, D. C., and reprinted as a public service by the American Legion Child Welfare Service. Questions most frequently asked about the Federal government's education program for war orphans, Public Law 643, are answered briefly in this pamphlet.

More details concerning questions answered, or answers to questions not included, are available from the Education and Scholarship Chairman of any local American Legion Post, American Legion Auxiliary Unit, or from the American Legion Child Welfare Service, American Legion, P. O. Box 1055, Indianapolis 6, Indiana.

AMERICAN LEGION CHILD WELFARE PROGRAM HANDBOOK

The American Legion has published an 18-page handbook entitled *Child Welfare in Action*, which outlines the objectives and procedures of the American Legion Child Welfare Program. It also lists the program's standards for protective and social services, health services, education, financial assistance to needy children, and child welfare administration. Goals for the 1958 program are stated, and resolutions adopted by the National Child Welfare Commission at their meetings September 12 and 13, 1957, in Atlantic City, New Jersey, are quoted. Copies of the handbook are available upon request from the National Child Welfare Commission, American Legion, 700 North Pennsylvania Avenue, Indianapolis 6, Indiana.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. Notice of the following meetings have recently been received:

Date	Organization and Event	Place
February 21, 22, 23	Joint Conference of California Association of Educational Office Employees and the Western Region of the National Association of Education Secretaries (a Department of the NEA)	Mar Monte Hotel, Santa Barbara
March 4	Presidents' Day, eighth annual observance sponsored by Presidents' Day National Committee (Hal Fischer, Director, 1816 Tucker Street, Compton 2, California)	

EXAMINATION FOR RESEARCHER AND TEACHER TRAINER

At the request of the California State Department of Education, the Cooperative Personnel Services of the State Personnel Board have scheduled a state-wide examination on March 22, 1958, for the position of Researcher and Teacher Trainer, in the Bureau of Business Education, State Department of Education. This is a new position and will be one of the key positions in the Bureau of Business Education. The salary range is \$676-\$821.

Requirements include three years of experience as a teacher, researcher, consultant, or training director in the field of business education in public schools, colleges, or private industry; and the possession of

a valid regular secondary credential in business education and a valid special secondary limited credential in vocational business education; or a credential or life diploma of equivalent authorization issued under the authority of the California State Board of Education.

While this position is exempt from state civil service at the present time it offers regular state retirement, vacation, and sick leave benefits. The final date for filing of applications is March 5, 1958. Application forms and bulletins may be obtained from Cooperative Personnel Services, Room 555, State Personnel Board, 801 Capitol Avenue; from the Bureau of Business Education, State Department of Education, 721 Capitol Avenue, Sacramento 14; or from any regional office of the Bureau of Education.

NATIONAL HIGH SCHOOL ORATORICAL CONTEST, 1958

The twenty-first annual National High School Oratorical Contest has been announced for 1958, by the National Americanism Commission of the American Legion. The contest is sponsored by the American Legion, and approved by the National Association of Secondary-School Principals.

The subject to be used for the prepared oration in the 1958 contest must be some phase of the Constitution of the United States, which gives emphasis to the obligations of citizens under our government. In addition, each contestant will be required to give an extemporaneous discourse on a subject related to the basic principles of government under the Constitution.

The 1958 contest will consist of 12 regional, and four sectional and national finals. Each state can qualify one contestant in the national contest program. Awards for winners of the national finals contest are as follows: first place, a \$4,000 scholarship; second place, a \$2,500 scholarship; third place, a \$1,000 scholarship; and fourth place, a \$500 scholarship.

All bona fide students in secondary schools (public, private, parochial, and military), who are enrolled in classes equivalent to the regular ninth, tenth, eleventh and twelfth grades, on January 1, 1958, are eligible.

The national finals contest for 1958 will be held in Portales, New Mexico, April 21; regional contests are to be held on April 17 and 18; and sectional contests are to be held April 14, 15, and 16. The American Legion will pay the travel cost of state winners as they progress in the national competition.

Further information is available from Department (State) rather than National Headquarters of the American Legion. The address of the California State Headquarters of the American Legion is Room 113, War Memorial Building, Van Ness Avenue and McAllister Street, San Francisco 2, California.

MEDICAL WORKER SCHOLARSHIPS PROMOTED BY THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

The National Foundation for Infantile Paralysis is sponsoring a campaign to meet the increasing demand for the services of nurses, medical social workers, physical therapists, and occupational therapists by intensifying student recruitment and by promoting the provision of more funds for scholarships for young people entering the medical service field.

Through its professional scholarship program, the National Foundation will assist clubs in schools, colleges, and church youth groups in developing scholarship programs of their own and will help screen applicants, and make arrangements for the payment of tuition for student recipients of scholarships financed by such groups. In addition, the National Foundation offers scholarships for training in medical social work and physical therapy; teaching fellowships in physical therapy and occupational therapy; and grants to the Committee on Careers in Nursing.

For detailed information, write to the Division of Professional Education, National Foundation for Infantile Paralysis, 301 East 42nd Street, New York 17, N. Y.

AMERICAN LEGION HANDBOOK ON EDUCATIONAL OPPORTUNITIES

The Scholarship Information Service of the National Child Welfare Division of the American Legion has published the seventh edition (revised September, 1957), of its handbook on educational opportunities, *Need a Lift?* as a part of its program to insure care and protection for the children of veterans, and to improve conditions for all children. This 72-page handbook, which lists career opportunities, educational benefits, scholarships, student loans, and other educational aids, is useful as an implement in the counseling and guidance of students in their choice of careers.

Copies of the handbook are available for distribution to organizations, churches, and schools at the cost of 15 cents each, postage included. Quantity orders may be secured from the Scholarship Information Service, National Child Welfare Division, American Legion, 700 North Pennsylvania Street, Indianapolis 6, Indiana.

EXAMINATIONS FOR POSITIONS IN DIVISION OF STATE COLLEGES AND TEACHER EDUCATION

The State Personnel Board has scheduled state-wide examinations on March 1, 1958, for the positions of Specialist in College Facility Planning, and Field Representative, College Facility Planning, Division of

State Colleges and Teacher Education, California State Department of Education. Applications must be postmarked no later than midnight, February 7, 1958.

The position of Specialist in College Facility Planning, with a salary range of \$782-\$950 a month, requires three years of administrative experience including responsibility for the programming and planning of college or secondary school facilities. Graduate study in engineering, architecture, or school planning is preferred.

The position of Field Representative, College Facility Planning, requires college teaching experience in the fields of engineering, architecture or school planning; or supervisory, consultative or administrative experience in secondary or higher education. A total of three years' experience in one or a combination of these activities is necessary to qualify for the position, which has a salary range of \$644-\$782 a month.

Application forms and detailed information are available at the State Personnel Board, 801 Capitol Avenue, Sacramento 14.

NATIONAL SCIENCE FOUNDATION SUMMER INSTITUTES

Approximately 5,000 high school teachers and 250 college teachers of science and mathematics will benefit during the summer of 1958 from teacher-training programs sponsored by the National Science Foundation at 108 summer institutes in 104 educational institutions. There are grants totaling \$5,340,000 for the support of the summer institutes. A total of 99 of the institutes will be open only to high school teachers of science or mathematics. Four will be open to both high school and college teachers and five will be open to college teachers only. Twelve institutes offering courses in radiation biology for high school teachers are being jointly sponsored by the Foundation and the Atomic Energy Commission.

The summer institute program of the Foundation is in step with current plans for strengthening the training of scientists in the United States. It provides opportunities for thousands of high school science teachers to learn at first hand the rapidly advancing developments in today's science, mathematics, and engineering fields.

Providing intensive training in science subject matter, these institutes have suggested methods by which colleges and universities may consider similar subject matter emphasis in their course offerings to prospective teachers of science and mathematics. The program has been given substantial impetus by Congress, which for two successive years has earmarked \$9,500,000 of the Foundation's appropriation to assure supplementary training for secondary-school science teachers.

The Foundation grants to each summer institute will cover costs of tuition and other fees for a specified number of teachers—from 20 to 100, the average size to be approximately 50. Most institutes will pay

stipends directly to participating teachers at a maximum rate of \$75 per week. Additional allowances may be made for dependents (to a maximum of four), and for travel.

Inquiries and applications for participation should be addressed to directors of the individual institutes named in the following list which also designates the host institution and the eligible teachers. Unless otherwise indicated, the institute director is located at the host institution. All institutes listed are for high school teachers only, except those marked * (for college teachers only), or ** (for high school and college teachers).

Host Institution	Director	Teaching Fields of Participants for Whom Institute Is Designed					
		Radiation	Biology	Physics	Mathematics	General Science	
ALABAMA							
Alabama College-----	Paul C. Bailey, Biology Dept.	x	x		x	x	
Alabama, University of-----	Charles K. Arey, College of Education	x	x	x	x	x	
Tuskegee Institute-----	W. Edward Belton, Chemistry Dept.	x					
ALASKA							
Alaska, University of-----	Alfred M. Bork, Physics Dept.	x	x		x	x	
ARIZONA							
Arizona, University of-----	Millard G. Seeley, Chemistry Dept.				x	x	
ARKANSAS							
Arkansas, University of-----	Lowell F. Bailey, Botany and Bacteriology Dept.	x	x		x	x	x
CALIFORNIA							
California, University of (Berkeley)	Robert A. Rice, University Extension	x	x	x	x	x	
California, University of, Medical Center (Los Angeles)	Raymond L. Libby, Radiology Dept.	x	x	x		x	x
**Claremont College-----	Willis E. Pequegnat, Zoology Dept.	x		x			
San Jose State College-----	Wilbur Sprain, Natural Science Dept.			x			
Southern California, University of	Charles S. Copeland, Chemistry Dept.	x				x	
COLORADO							
Colorado College-----	Lewis N. Pino, Cutler Hall	x	x	x	x	x	
Denver, University of-----	Byron E. Cohn, Physics Dept.	x	x			x	
CONNECTICUT							
Connecticut, University of-----	David J. Blick, Physics Dept.					x	
Wesleyan University-----	Vincent W. Cochrane, Biology Dept.	x	x	x	x	x	x

Host Institution	Director	Teaching Fields of Participants for Whom Institute Is Designed					
		Radiation Biology	Physics	Mathematics	General Science	Earth Science	Chemistry
DELAWARE Delaware, University of-----	Cecil C. Lynch, Chemistry Dept.	x x	x x	x x	x		
DISTRICT OF COLUMBIA American University----- Howard University-----	Leo Schubert, Chemistry Dept. Marie C. Taylor, Botany Dept.	x			x	x	
FLORIDA Florida State University-----	J. Paul Reynolds, College of Arts and Sciences	x x	x x x				
GEORGIA Atlanta University----- Georgia, University of-----	K. A. Huggins, Chemistry Dept. T. H. Whitehead, Chemistry Dept.	x x x x	x x x	x x x			
HAWAII Hawaii, University of-----	John J. Naughton, Chemistry Dept.	x x	x x x				
IDAHO Idaho, University of-----	W. H. Cone, Physical Sciences Dept.	x x		x x			
ILLINOIS Chicago, University of----- *Illinois, University of----- Illinois Wesleyan University-----	Alfred L. Putnam, Eckhart Hall 411 D. M. Henderson, Geology Dept. Wayne W. Wantland, Science Division	x x	x		x x		
INDIANA Indiana University----- Notre Dame, University of----- Purdue University-----	Shelby D. Gerking, Zoology Dept. Arnold E. Ross, Mathematics Dept. R. R. Armacost, Biological Sciences Dept.	x x		x		x	
IOWA Drake University----- Iowa State College of A & M Arts----- Iowa State Teachers College-----	R. R. Haun, Physical Science Dept. J. A. Greenlee, Science Division Dorothy C. Matala, Biology Dept.	x x x x x	x x x x x x	x x x	x x x		
KANSAS Kansas State Teachers College----- **Kansas, University of-----	Otto M. Smith, Chemistry Dept. G. Baley Price, Mathematics Dept.	x x x x		x		x	
KENTUCKY Murray State College-----	Alfred M. Wolfson, Biological Sciences Dept.	x x x x				x	
LOUISIANA Dillard University----- Louisiana State University-----	Edward E. Riley, Jr., Natural Science Division H. B. Williams, Chemistry Dept.	x x			x x		

Host Institution	Director	Teaching Fields of Participants for Whom Institute Is Designed					
		Radiation Biology	Physics	Mathematics	General Science	Earth Science	Chemistry
MAINE Bowdoin College-----	Noel C. Little, Physics Dept.		x				
Colby College-----	Evans B. Reid, Chemistry Dept.	x x		x x			
MARYLAND Maryland, University of-----	Joshua R. C. Brown, Zoology Dept.	x x	x	x	x		
Morgan State College-----	Thomas P. Fraser, Science Education Dept.	x x	x x	x x	x x		
MASSACHUSETTS **Harvard University-----	A. K. Solomon, Harvard Medical School						x
Tufts University-----	M. Kent Wilson, Chemistry Dept.	x		x x			
*Williams College-----	Samuel A. Matthews, Biology Dept.	x					x
Worcester Polytechnic Institute-----	Richard F. Morton, Physics Dept.						
MICHIGAN *Michigan State University of A & M Arts	F. B. Dutton, Science and Mathematics Teaching Center	x		x x			
Northern Michigan College-----	Holmes Boynton, Mathematics Dept.	x x	x x	x x	x		
Wayne State University-----	Arthur J. Vorwald, College of Medicine						x
Western Michigan University-----	Charles H. Butler, Mathematics Dept.				x		
MINNESOTA Carleton College-----	Kenneth O. May, Mathematics and Astronomy Dept.			x			
Minnesota, University of (Duluth)	W. R. McEwen, Science and Mathematics Division	x x	x x	x x	x		
Minnesota, University of (Minneapolis)	J. W. Buchta, Physics Dept.				x		
Minnesota, University of (Minneapolis)	William H. Marshall, Zoology Dept.	x					
MISSISSIPPI Mississippi, University of-----	George Vaughan, Chemistry Dept.	x x	x x	x x	x		
MISSOURI Missouri School of Mines and Metallurgy	Harold Q. Fuller, Physics Dept.	x	x	x x	x x		
St. Louis University-----	Theo. A. Ashford, Chemistry Dept.	x					
MONTANA **Montana State College-----	L. O. Binder, Jr., Chemistry Dept.	x					
Montana State University-----	G. B. Castle, Biology Dept.	x					x
NEBRASKA Nebraska, University of-----	Walter E. Militzer, College of Arts and Sciences	x x		x x			

Host Institution	Director	Teaching Fields of Participants for Whom Institute Is Designed					Radiation Biology
		Physics	Mathematics	General Science	Earth Science	Chemistry	
NEW HAMPSHIRE New Hampshire, University of	Harold A. Iddles, Chemistry Dept.	x				x	
NEW JERSEY Rutgers University	Emory P. Starke, Mathematics Dept.			x			
NEW MEXICO New Mexico Highlands University	Lora Mangum Shields, Biology Dept.	x	x				
New Mexico, University of	Harold O. Ried, Director of the Summer Session					x	
NEW YORK Adelphi College	Howard A. Robinson, Physics Dept.	x				x	
Buffalo, University of	Harriet F. Montague, Mathematics Dept.		x				
Cornell University	Richard B. Fischer, Rural Education Dept.		x				
Rensselaer Polytechnic Institute	Edwin Brown Allen, Mathematics Dept.		x				
Union College	George Reed, Chemistry Dept.	x	x	x	x	x	
NORTH CAROLINA Duke University	Henry S. Roberts, Jr., Zoology Dept.					x	
Duke University	W. M. Nielsen, Physics Dept.	x	x	x	x	x	
North Carolina College at Durham	William H. Robinson, Physics Dept.	x	x	x	x	x	
North Carolina, University of	Victor A. Greulach, Botany Dept.	x	x	x	x	x	
NORTH DAKOTA North Dakota, University of	J. Donald Henderson, Physics Dept.	x	x	x	x	x	
OHIO Antioch College	James F. Corwin, Chemistry Dept.		x				
Case Institute of Technology	R. G. Weast, Chemistry Dept.	x					
Oberlin College	Wade Ellis, Mathematics Dept.			x	x	x	
Ohio University	L. P. Eblin, Chemistry Dept.	x	x	x	x	x	
Ohio Wesleyan University	Howard N. Maxwell, Physics Dept.						
OKLAHOMA Oklahoma, University of	Horace H. Bliss, 61 Faculty Exchange		x				
OREGON *Oregon State College	Henry P. Hansen, Graduate School	x					
*Oregon, University of	Robert W. Morris, Biology Dept.	x					
Reed College	Kenneth E. Davis, Physics Dept.					x	

Host Institution	Director	Teaching Fields of Participants for Whom Institute Is Designed					
		Radiation	Biology	Physics	Mathematics	General Science	Earth Science
PENNSYLVANIA							
Allegheny College-----	Robert E. Bugbee, Biology Dept.	x	x	x	x	x	x
Bucknell University-----	Lester Kieft, Chemistry Dept.	x	x	x	x	x	x
Lafayette College-----	Fred V. Roeder, Education Dept.						
Pennsylvania State University-----	William H. Powers, Arts and Science Extension	x	x	x	x		
PUERTO RICO							
Puerto Rico, University of-----	F. Bueso, College of Natural Sciences			x	x		
RHODE ISLAND							
Brown University-----	Elmer R. Smith, Teacher Training			x	x		
SOUTH CAROLINA							
Converse College-----	H. E. Shiver, Chemistry Dept.	x	x			x	
SOUTH DAKOTA							
State University of South Dakota-----	Charles R. Estee, Box 57, University Exchange	x	x	x	x	x	
TENNESSEE							
Oak Ridge Institute of Nuclear Studies-----	Ralph T. Overman, Special Training Division	x				x	x
Tennessee Polytechnic Institute-----	G. B. Pennebaker, School of Arts and Sciences	x	x	x	x	x	
TEXAS							
Baylor University-----	Bryce C. Brown, Biology Dept.	x	x	x	x	x	x
Howard Payne College-----	Richard A. Eads, Science Division	x	x	x	x	x	x
Southern Methodist University-----	Joe P. Harris, Jr., Biology Dept.	x	x	x	x	x	x
Stephen F. Austin State College-----	H. E. Abbott, Chemistry Dept.	x	x	x	x	x	x
UTAH							
Brigham Young University-----	Lane A. Compton, Physics Dept.					x	
VERMONT							
Vermont, University of-----	N. James Schoonmaker, Mathematics Dept.				x		
VIRGINIA							
Virginia Polytechnic Institute-----	Thomas M. Hahn, Jr., Physics Dept.	x	x	x	x	x	
Virginia State College-----	Richard H. Dunn, Graduate Studies and Research				x		
WASHINGTON							
State College of Washington-----	Alfred B. Butler, Physics Dept.	x	x	x	x	x	x

Host Institution	Director	Teaching Fields of Participants for Whom Institute is Designed					
		Radiation Biology	Physics	Mathematics	General Science	Earth Science	Chemistry
WEST VIRGINIA West Virginia, University of-----	J. K. Stewart, Mathematics Dept.	x		x x			
WISCONSIN Marquette University----- Ripon College----- Wisconsin, University of-----	Reznat M. Darnell, Biology Dept. Robert S. Wilson, Physics Dept. H. Van Engen, Mathematics Dept.	x		x x x		x	
WYOMING Wyoming, University of----- Wyoming, University of-----	William B. Owen, Zoology Dept. W. Norman Smith, Mathematics Dept.	x		x			x

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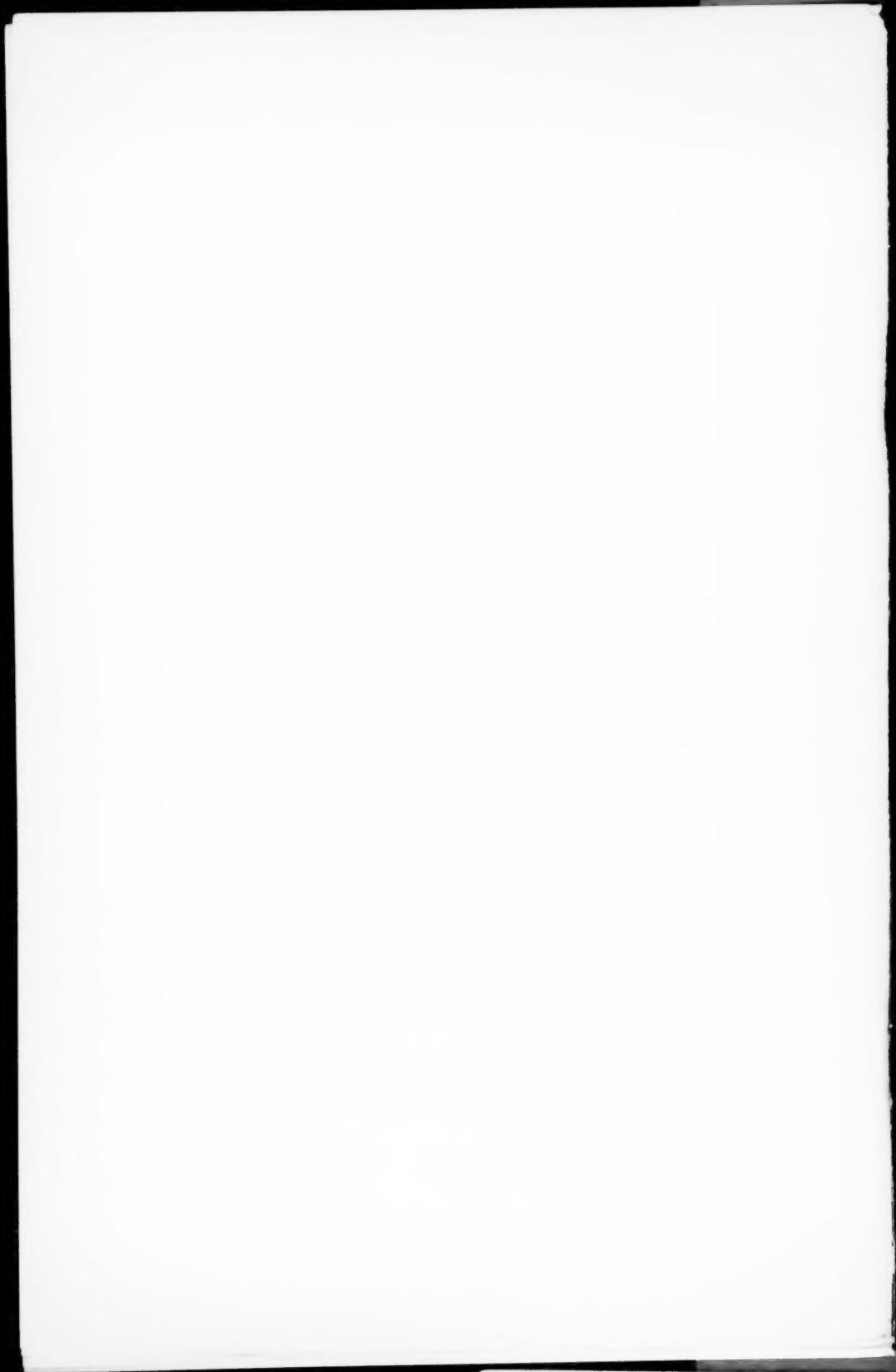
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